DOCUMENT RESUME

ED 364 460 SO 023 472

AUTHOR	McBride, Lawrence W.
TITLE	Toward a More Gentle Time, Probably: The Bloomington-Normal Black History Project Curriculum Materials.
SPONS AGENCY	Illinois State Board of Education, Springfield.
PUB DATE	[93]
NOTE	63p.
AVAILABLE FROM	McLean County Historical Society, 200 N. Main St., Bloomington, IL 61701.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Historical Materials (060)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Black History; *History Instruction; Instructional Materials; Local History; *Primary Sources; Secondary Education; Teaching Methods; United States History
IDENTIFIERS	African Americans; Bloomington Normal Black History Project; *Illinois (Bloomington); *Illinois (Normal)

ABSTRACT

This document consists of six lesson plans and primary source materials on the history of black people in the Illinois cities of Bloomington and Normal. The plans were developed for the Bloomington-Normal Black History Project which concentrates on recovering and recording the history of blacks in those two cities. These pilot editions are intended to be useful to teachers at grade levels 6 through 12 who are looking for materials to help students gain insight into the African American experience in U.S. history, particularly in small towns and cities. Topics for the lessons include: (1) the abolition of slavery; (2) school desegregation, which took place in 1984 in Bloomington, Illinois; (3) business history of Bloomington's black businesses from 1855 to 1915; (4) local government and elections; (5) housing patterns that identify human migration patterns, and the family as a focal point of the community; and (6) a memoir that covers the period from 1920 to the present. The lesson plans include themes from U.S. history, skill objectives, a description of the focus of the lesson, suggested procedures, possible ways to extend the lesson in other directions, and suggested readings. Each lesson draws heavily on primary sources such as newspaper articles, business directories, legal documents, charts and graphs, U.S. census documents, and the memoir. Procedures include identifying and analyzing the primary source document for that lesson. A handout copy of the primary source document being studied is included in each lesson plan. (DK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 364 460

Toward a More Gentle Time, Probably:
The Bloomington-Normal Black History Project
Curriculum Materials

Lawrence W. McBride

Illinois State University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

LAWRENCE W. McBRIDE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 023 472

BEST COPY AVAILABLE

Toward a More Gentle Time, Probably: The Bloomington-Normal Black History Project Curriculum Materials

Lawrence W. McBride
Illinois State University

The Bloomington-Normal Black History Project was formally organized in 1989 by a number of residents of the Bloomington-Normal, Illinois area who organized a consortium for the purpose of recovering and recording the history of African American people in the twin cities. Over the years, the group has collected a large amount of archival material and deposited in the McLean County Historical Society in Bloomington.

In the summer of 1992, the director of the BNBHP, Dr. Mildred Pratt, asked if I would assist the group in developing curriculum materials that could be used in area schools. I agreed, and in the fall, two local teachers and a colleague joined with me to develop materials. We were assisted by a small grant from the Illinois State Board of Education. Two products were developed, both in pilot editions. The first product was a slide-tape presentation that traced the history of African American citizens in the community from the 1840s to the present. The second product was the six lesson plans and primary source materials that are included here. The slide tape presentation and the written materials were introduced to teachers at two conferences: at the McLean County Historical Society in October, 1992, and at the Department of History Annual Institute for History and Social Sciences at Illinois State University in March, 1993. Individual lessons have been distributed at various teacher workshops and conferences.

I believe that these pilot editions may be useful to other teachers, at grade levels six through twelve, who are looking for materials to help their students gain some insight into the African American experience in United States history, particularly in small towns and cities.

The topics for the lessons include: the abolition of slavery, school desegregation, business history, local government and elections, housing patterns, and a memoir that covers the period from 1920 to the present.

The lesson plans are straightforward: themes from United States history; skill objectives; a short paragraph that describes the focus of the lesson; suggested procedures; possible ways to extend the lesson in other directions; and suggested readings for both students and teachers. Each lesson draws heavily on primary sources. The primary sources include newspaper articles, business directories, legal documents, charts and graphs, United States

Census documents, and a memoir.

Several individuals played important roles in completing these curriculum materials. Mr. John Muirhead of School District #89 in Bloomington located the primary sources and conducted the interview that resulted in the memoir. Special thanks is due to Mrs. Caribel Washington of the BNBHP. She contributed her very moving oral history to the curriculum project, which bears the title of her memoir, and which is found in Lesson Six. Ms. Camilie Mason of Community Unit School District #5 in Normal critiqued the lesson plans and has served as a chief disseminator of project materials. Mr. James Foote, a student in my teaching methods class at ISU, developed the suggested reading lists for each lesson. My colleague in the Department of History at ISU, Dr. Frederick A. Drake developed the lesson on local government elections.

As noted, these materials are in a pilot stage. If you have comments about the lesson plans, or have suggestions that you believe would improve them, or if you wish to inquire about their development, feel free to contact me. My address is:

Lawrence W. McBride
Department of History 4420
Illinois State University
Normal, Illinois 61690-4420

"Uncle Tom Wright"
The Daily Pantagraph
April 8, 1857

Themes:

1. Community institutions and social change
2. Abolition of slavery
3. Community values

Objectives:

1. Analyze a primary source document
2. Understand the human aspiration for freedom and liberty
3. Perceive past events and issues as they were experienced by people at the time

Focus:

It is interesting to speculate on why the term "Uncle Tom" would have been familiar to readers of The Daily Pantagraph in 1857. Harriett Beecher Stowe's story, Uncle Tom's Cabin, first appeared in newspaper articles in 1851. A few years later, in book form, it sold over a million copies. Her story heightened anti-slavery feeling across the nation and put the issue of slavery forward as the central issue of the day. The case of Tom Wright, which was presented in The Pantagraph in 1857, indicated that the evils Stowe described were not fictional events.

Tom Wright did not come to Bloomington by accident. There were many abolitionists in McLean County, and critics of The Pantagraph called it a "black Republican" or "abolitionist" newspaper. The famous black abolitionist, Frederick Douglass, spoke in Bloomington at least on two occasions before 1861. Each time, The Pantagraph sent reporters to cover Douglass's speeches.

This lesson uses the newspaper as a primary source to help students understand one aspect of the abolitionist movement.

Procedures:

A. Identify the Document
   1. Type of primary source document
   2. Date
   3. Author
   4. Place of publication

B. Analyze the Document
   1. Who is the intended audience for this document?
   2. What is the main idea in the newspaper article?
   3. What are the important details in the article?
      a. Who is Tom Wright?
      b. Why did Tom Wright come to Bloomington to raise the money?
      c. Why does the newspaper believe that Tom Wright is an honest man?
      d. What is the newspaper's attitude toward slavery?
      e. How much money does Tom Wright need?
      f. How will he raise the amount?

C. Additional Questions to Consider

1. What other events in the United States and in Illinois were affecting the way northerners were thinking about slavery around this time?
2. After reading this article, do you think the citizens of Bloomington would help Tom Wright?
3. Is the term, "Uncle Tom," used today? If so, what does it mean?

Extensions:

A. Ask students to read about other ways that slaves gained their freedom during this period, including the Underground Railroad and manumission by owners.

B. Ask students to read about the Dred Scott Decision of 1857, which involved a slave who moved to Illinois.

C. Ask students to read about the famous Lincoln-Douglass debates of 1857 to learn what these famous politicians from Illinois said about slavery.

Bibliography:

A. Readings for students

Matthews, Marcia M. The Freedom Star. New York: Coward, McCann, and Geoghegan, 1971.
When his parents have to make a sudden escape without him, a young slave is left to follow the Underground Railroad to freedom.

Meltzer, Milton. Underground Man. Scarsdale, New York: Bradbury Press, 1972.
A courageous young man aids slaves escaping to the North from Kentucky in the pre-Civil War days.

Bentley, Judith. Harriet Tubman. New York: F. Watts, 1990.
Details Harriet Tubman's life, experiences, and efforts to aid slaves in escaping to the North, as well as her assistance to the Union cause during the Civil War.

B. Readings for teachers

Walker, Juliet E.K. Free Frank: A Black Pioneer on the Antebellum Frontier. Lexington, Kentucky: University Press of Kentucky, 1983.

Curry, Richard O. ed. The Abolitionists. New York: Holt, Rinehard, and Winston, 1965.

Elkins, Stanley. Slavery, A Problem in American Institutional and Intellectual Life. Chicago: University of Chicago Press, 1959.

The Daily Pantagraph.

LOCAL MATTERS.

WEDNESDAY MORNING, APRIL 8, 1857.

TO DAILY SUBSCRIBERS.

Mr. JOSEPH HEATWOLE, the Carrier, is the only authorized person who can settle subscriptions for the Daily. All subscriptions are to be paid *to* him, and *him only*.

☞ All advertisements will remain in the Daily or Weekly until *paid for, and ordered out.* No transient advertisements will be inserted unless *paid for in advance.* These rules will be strictly followed from this date, April 8th, 1857.

THE MURDER TRIAL.

We begin to-day publishing the evidonce in the Wyant case. It will probably run through half a dozen numbers of the Daily.

"UNCLE TOM."—A colored man named TOM WRIGHT is now in this city for the purpose of raising means to buy a slave. The slave belongs to him by good rights, but is held in bondage by a man living in Missouri. WRIGHT appears very anxious to own a slave, and as he is in want of only three hundred dollars to make up the sum necessary to buy one, we hope our citizens will come forward with a will, and subscribe the amount at once.

We admit that buying slaves is not the most respectable business in the world, and in ordinary cases we have a strong suspicion of dealers in human flesh; but in this particular instance our sympathies are with the slave-buyer, he being in want of money to buy his own son.

We have examimed WRIGHT'S vouchers, and find them to be correct: there is no deception in the matter: all money subscribed will be used for the purpose above mentioned, and for no other. Come up to the work now, you benevolent ones, and do the handsome thing by the old man: he will give you opportunities enough before he leaves town.

Desegregating the Schools
James A. Chase et al.
v.
David Stephenson et al.
(1874)

Themes:

1. Desegregation of public schools
2. Community values and social institutions
3. Conflict resolution of a human rights issue

Objectives:

1. Analyze a primary source document
2. Recognize the importance of individuals who made a difference in community history
3. Understand the significance of the past in shaping present attitudes and events

Focus:

Black children in Bloomington had long attended school at or near the A.M.E. (African Methodist Episcopal) church. The 1850 census lists Miss Matilda Davidson, who lived with the family of the A.M.E. preacher, as a teacher. In the 1850s the City Directory stated that 40 children attended the "colored school" on Center Street.

Following the Civil War, black citizens were increasingly eager to obtain full rights in the community. When a new school, No. 5, was built on West Walnut in the early 1870s, black parents living near the new school attempted to enroll their children. The children were prevented by school administrators from enrolling, and while a suit was initiated in the Circuit Court, a small building was constructed on the site of No. 5 as a school for the black students.

The case involves taxpayers, who did not want to pay for a separate school, and school administrators, who were building a separate building for black students. The taxpayers brought the suit into the Circuit Court.

This lesson includes two legal documents: a Bill in Chancery, which outlines the decree of the Circuit Court, and the decision of the Illinois Supreme Court, which heard an appeal from the school administrators.

The suit was heard by Circuit Judge Tipton, who ruled in favor of the taxpayers. In an appeal in 1874, the Illinois Supreme Court upheld Tipton's decision in the case of Chase v. Stephenson. Thus, Bloomington schools were integrated in 1874. A subsequent school district administrator later wrote, "The old prejudices of ante-bellum days soon disappeared and our young friends seemed very happy in their new relations."

Procedures:

A. Outline the information in the Focus section on the chalkboard or on an overhead projector.

B. Identify the Documents
   1. Type of document
   2. Dates
   3. Authors
   4. Places of Publication

C. Read the Documents
   1. Read the Bill in Chancery
   2. Read the Decree of the Illinois Supreme Court

D. Analyze the Documents
   1. What are the main ideas presented in the Bill in Chancery?
      a) Nature of public schools
      b) Powers of school directors
      c) "Colored" children's rights
      d) Taxpayers' rights

   2. What are the main ideas presented in the Decree of the Illinois Supreme Court?
      a) Recapitulation of the evidence
         1) Building and equipping a new school for "colored" children
         2) Taxpayers' objections
         3) Statement on school law
      b) Decision reached by the Supreme Court
         1) School directors cannot discriminate against students on grounds of color, race, or social position
         2) Alternatives available to school directors described by judges
         3) Taxpayers' complaint is upheld

E. Additional Questions to Consider
   1. Why do you think the school directors appealed the Circuit Court's decision to the Illinois Supreme Court?

   2. Is the decision of the State Supreme Court in this cases a victory for human rights, or for taxpayers, or both? Explain.

   3. Why did the Supreme Court decide not to comment on the possibility of "separate but equal" schools in Bloomington?

   4. What conclusions can you draw about the civil rights of black children in Bloomington in the 1870s?

   5. How would you describe relations between the races in your school today?

Extensions:

A. Ask students to read about Plessy v. Ferguson, 1896, and Brown v. the Board of Education of Topeka, 1954, to learn about segregation and desegregation.

B. Ask students to read about the Thirteenth and Fourteenth Amendments to the United States Constitution to learn about civil rights.

Bibliography:

A. Readings for students

Walter, Mildred Pitts. The Girl on the Outside. New York: Lothrop, Lee, and Shepard Books, 1982.
A fictional re-creation of the 1957 integration of Little Rock's Central High School, focusing on the experiences of two girl students, one white, the other black.

Bargar, Gary W. Life is Not Fair. New York: Clarion Books, 1984.
Louis and his family are upset when a black family moves next door in 1958, but Louis realizes that his new neighbor is a better friend than the junior high "cools."

B. Readings for teachers

King, Martin Luther, Jr. Stride Toward Freedom; The Montgomery Story. New York: Harper, 1958.

Paul, Arnold M. ed. Black Americans and the Supreme Court Since Emancipation, Betrayal or Protection? New York: Holt, Rinehart, and Winston, 1972.

Ziegler, Benjamin Munn. ed. Desegregation and The Supreme Court. Boston: D. C. Heath and Company, 1958.

The Bill in Chancery

JAMES A. CHASE et al
v.
DAVID STEPHENSON et al

1. Public Schools. The free schools of the State are public institutions, and in their management and control the law contemplates that they should be so managed that all children within the district, between the ages of six and twenty-one years, regardless of race or color, shall have equal and the same right to participate in the benefits to be derived therefrom.

2. Same - powers of directors in the management and control. While the directors very properly have large and discretionary powers in regard to the management and control of schools, in order to increase their usefulness, they have no power to make class distinctions, nor can they discriminate between scholars on account of their color, race, or social position.

3. Same - colored children. The directors have no power to keep and maintain a separate school solely to instruct three or four colored children of the district, when they can be accommodated at the school house with the other scholars of the district.

4. And if the directors attempt to do so, any tax-payer of the district has a right to interfere to prevent the public funds from being used in such unauthorized manner.

APPEAL from the Circuit Court of McLean county; the Hon. THOMAS F. TIPTON, Judge, presiding.

Messrs. GAPEN & EWING, for the appellants.

Messrs. ROWELL & HAMILTON, for the appellees.

Mr. JUSTICE CRAIG delivered the opinion of the Court:

The Decree of the Illinois Supreme Court (1874)

The cause was heard upon bill, answer and exhibits, and a decree rendered that appellants, directors of a certain school district, be perpetually enjoined from occupying or using the building named in the bill for the purpose of carrying on a school for colored children, exclusively, at the expense of the district.

The bill was originally filed for the purpose of restraining appellants from erecting a school house, twelve feet wide and fourteen feet long, for the exclusive purpose of educating four colored children in the district. Before the injunction was served, the building was completed. Appellees then filed a supplemental bill, in which they charged, that, after the completion of the building, appellants employed a teacher, and have kept a school in the building for no other purpose than to teach two colored children in the district; that appellants have given the teacher a warrant on the township treasurer, to pay for her services out of the school funds.

It is further alleged, that appellants will, unless enjoined, continue to occupy the building erected as a school house at the public expense, for no other purpose than to educate two colored children separate from the other children in the district.

It is further alleged, that there is ample room in the school house which was erected three years before, on the same lot, to accommodate all the children in the district.

Several questions of minor importance have been raised by appellants, which it is unnecessary to consider.

The point in the bill in this case is, that appellants, in order to keep some four colored children from attending the same school in the district that is provided for others, erected a small house on the same lot where the other school house stands, and, at the expense of the tax-payers, propose to employ an additional teacher to instruct the colored children, in this small building, separate and apart from the other-children in the district; and these facts are substantially admitted by the answer.

The bill is filed by four tax-payers of the district, to prevent the directors from a misappropriation of the public funds, in which, in common with the public, they have a direct interest.

It is insisted by appellants, that the provision of the statute that declares that the directors shall establish and keep in operation for at least six months in each year, and longer, if practicable, a sufficient number of schools for the proper accommodation of all the children in the district over the age of six and under twenty-one years, and that they may adopt and enforce all necessary rules and regulations for the management and government of the schools, gives them the power and fully sustains their action in this case.

The free schools of the State are public institutions, and in their management and control the law contemplates that they should be so managed that all children within the district, between the ages of six and twenty-one years, regardless of race or color, shall have equal and the same right to participate in the benefits to be derived therefrom.

While the directors, very properly, have large and discretionary powers in regard to the management and control of schools, in order to increase their usefulness, they have no power to make class distinctions, neither can they discriminate between scholars on account of their color, race or social position.

If the school house was too small to accommodate all the scholars in the district, it would have been eminently proper for the directors to have enlarged the building. But this they did not see proper to do; and it is apparent, from the record, that the erection of the small house on the same lot where the school house stood was not on account of the incapacity of the school house to accommodate all the scholars in the district, but the sole and only object seems to have been to exclude the colored children in the district from participating in the benefits the other children received from the free schools.

Had the district contained colored children sufficient for one school, and white children for another, and had the directors, in good faith, provided a separate room for each, where the facilities for instruction were entirely equal, that would have presented a question not raised by this record, and upon which we express no opinion.

But the conduct of the directors in this case, in the attempt to keep and maintain a school solely to instruct three or four colored children of the district, when they can be accommodated at the school house with the other scholars of the district, can only be regarded as a fraud upon the tax-payers of the district, any one of whom has a right to interfere to prevent the public funds from being squandered in such a reckless, unauthorized manner.

As we view the case, we perceive no error in the decree of the circuit court. It will therefore be affirmed.

Bloomington's Black Businesses
(1855-1915)

Themes:

1. Economic development in a capitalist system
2. Social and economic history in a local context
3. Individual enterpreneurship

Objectives:

1. Analyze primary source documents
2. Understand the changing patterns of class, racial, and gender relations in business and the workplace
3. Appreciate the drive for distinction in human affairs

Focus:

From the beginning, black people in McLean County have been involved in work and the workplace as laborers and as entrepreneurs. Census records, oral histories, city directories, and newspaper ads reveal interesting, and perhaps surprising, information about early businesses. This lesson uses advertisements to introduce students to some of those businesses which were in operation during the period 1855-1915. Some of the businesses served the black community. Some served only whites. Others provided products or services regardless of race.

After the Civil War, six Samuels families from Kentucky settled in Dry Grove and Dale townships. They were farmers. In the 1870s and 80s black barbers served the towns of LeRoy, Lexington, Chenoa, McLean, Heyworth, Normal, and Bloomington. At the turn of the century many people worked as domestic help, laborers, janitors, and chauffeurs. Meanwhile, black-owned businesses were developing.

In the early decades of this century, college graduates found limited local employment opportunity in the professions. Teachers often went to the South or to larger cities to get jobs. There were, however, black doctors and dentists in the community; but only one, Dr. Eugene Covington, seems to have practiced here for a long time. Around 1910, the Rev. George Hoagland's cleaning products factory was a great success -- his business reached an international market. By 1915, there were enough black-owned businesses in Bloomington to support a local newspaper, The Advertiser, which featured news items about the black community in the area as well as advertisements about black businesses. The Advertiser is an especially rich primary source which students can use to gain insight into the social and economic history of the black community in Bloomington-Normal around World War I.

Procedures:

A. Identify the Documents: Sources and Dates
   1. City Directory advertisements, 1856, 1878
   2. "Bloomington Mfrs. Exposition Program," 1911

3. Wesleyania, 1912. (Illinois Wesleyan University newspaper)
4. The Advertiser

B. Analyze the Documents
1. Who was the intended audience for the various advertisements?

2. What interesting details do you find in the various advertisements?
   a) Albert Joiner, Barber
   b) Joel Holly, City Bill Poster
   c) Casey Brothers, Dry Cleaners
   d) George Hoagland, Manufacturer

3. Do these advertisements make you want to buy the businessmen's products or services? Explain.

4. Why did these advertisements disguise the race of the businessmen?

5. If these advertisements are "color blind," how might the black businesses reach the members of the black community? Did the businesses need any other special advertising? Explain.

6. Focus on George Hoagland
   a) Discuss George Hoagland's life. (See attached Resource Documents: R. Robert Cueni, "In Business for the Gospel," The Disciple, February, 1987, pp. 11-14); "Anecdotal Directory of Illinois Black-owned Businesses" (1912), which includes an autobiographical statement by Rev. Hoagland.
      1) Born Shepherdsville, KY, 1863; Slave parents
      2) Unhappy childhood
      3) Marries; has eight children
      4) Migrates to Bloomington in 1889
      5) Janitor at Second Presbyterian Church
      6) Attends Illinois State Normal University
      7) Invents "The Oil of Gladness" and establishes a successful factory
      8) Founder and Pastor of the Third Christian Church in Bloomington
      9) Humanitarian who is respected and well known across the state
      10) Died in Detroit, 1935.

7. Focus on The Advertiser
   a) Identify the newspaper's essential features: the "masthead"; featured articles; advertisements
   b) Masthead: Publisher, date, location, staff
   c) Featured articles and notices:

1) People coming and going
2) Announcements of important events, including movements of black troops
3) Note, on page 4, details about cost and distribution

d) Advertisements of black businesses: Seventeen businesses use The Advertiser to market their goods and services
1) Restaurants and foods
2) Building contractor
3) Funeral parlor (white-owned business)
4) Book store
5) Educational services
6) The Chicago Defender
7) Print shop
8) Personal grooming services
9) Tobacconist shop

e) Discuss The Advertiser as a primary source document
1) Social history revealed
2) Local, state, and national events identified
3) Economic history revealed

C. Additional Questions to Consider

1. This lesson focuses largely on men who owned businesses. What about blacks who worked in skilled trades or as laborers? How can we learn about their lives? Some of the businesses (and trades) would have been affected by trade union policies. How might blacks have been affected by trade unions?

2. Review the slide-tape presentation on the history of the blacks in Bloomington-Normal, developed by the Bloomington-Normal Black History Project. Discuss those sections of the presentation that highlight black-owned businesses and black workers.

D. Extensions

1. Ask students to learn about the work that black women may have done during the period 1855-1915.

2. During World War II, factory jobs opened up. In the 1950s, General Electric, with its non-discriminatory hiring policy, spurred other employers to hire black workers. In the past two decades, opportunities in all sectors of the local economy have opened up, too. Ask students to learn about businesses that are owned or operated by blacks at the present time.

Bibliography:

A. Readings for Students

Stratton, Madeline. Negroes Who Helped Build America. Boston: Gin and Company, 1965.
Biographies of blacks who made important contributions to science, industry, government, education, and civil rights.

Richardson, Ben Albert. Great American Negroes. New York: Crowell, 1976.
Biographical sketches of thirty-one black Americans who made significant contributions to education, science, public life, the arts, sports, and other areas of human endeavor.

Rollins, Charlemae. They Showed the Way; Forty American Negro Leaders. New York: Crowell, 1964.
The forty people selected for study in this book are not too well known in our histories; however, they are important black Americans who are very hard to find information about.

B. Readings for Teachers

Carmichael, Stokely and Hamilton, Charles V. Black Power. The Politics of Liberation in America. New York: Random House, 1967.

Frazier, E. Franklin. Black Bourgeoisie. Glencoe: Illinois Free Press, 1957.

Katz, William Loren. Eyewitness: The Negro in American History. New York: Pitman, 1967.
Chapter 17 describes blacks in the Depression, New Deal agencies, and civil rights activities. Pictures and documents depict black Americans' part in the CCC, WPA, and in the organized labor movement.

Hill, Herbert and Ross, Arthur M. eds. Employment, Race and Poverty. New York: Harcourt, Brace and World, 1967.
The study of employment practices affecting the black worker. It consists of twenty essays by psychologists, economists, sociologists, historians, and educators.

Ritter House Shaving Saloon!

The subscriber takes great pleasure in stating that he has fitted up a

SPLENDID SHAVING SALOON

Under the Ritter House,

to which is added several nice rooms for

BATHING,

which will be conducted with care and attention.

RULES FOR SHAVING.

Every customer shaving by the month has his own Drawer, Towel, Box and Sponge, and may rest assured that everything will be done in city style "A No. 1."

ALBERT JOINER.

City Directory, c. 1856

CITY BILL POSTER, JOEL HOLLY, GENERAL DISTRIBUTOR!

City Directory, c. 1878

THE only sanitary method of cleaning a garment and rendering free from germs and microbes, is to have it passed through our French dry process. It raises the nap and renders it firm, and takes away the grimy appearance that wear gives to your clothing. Kindly phone us a trial bundle. Our prices are the lowest. Our wagon calls and delivers promptly. Satisfaction Guaranteed.

CASEY BROS.

The Best Cleaners and Dyers
610 North Main Street

Both Phones:
New, 1314-J
Old, 691-K

Wesleyania, 1911

THE ADVERTISER

VOL. 2 BLOOMINGTON, ILL. OCT. 8, 1916 No.5

S. CLAIBORNE. Pres. ESTABLISHED SEPT. 4th.1915 J. MORRIS. Secy.
N. B. GAINES. Bus. Mgr. GRACE WOODS. Editor

THE WEEKLY ADVERTISER RACE PUBLICATION

CARL R. STEARES & CO.

PUBLISHERS & PRINTERS

OPEN 8 to 10. EVERY EVENING EXCEPT SATURDAY 3 to 6 P.M. on SUNDAY
602 NORTH PRAIRIE STREET. RES. 217 EAST MARKET ST.

Miss Glendora Barton had the misfortune to lose $1800 Saturday evening at the Majestic theatre.

Mr. Edward Beell is working in Danville Ill

Mr. Harry Bell spent Sunday with his family in this city, he returned Monday to Champaign where he will ume his duties.

Mrs. Bell Crowder and daughter are visiting in the city. Miss Izean may remain all winter. Mrs. Crowder will return to Cedar Rapids, Iowa.

Mr. Wordie Murrell will leave in the near future for his home in Springfield after a well spent summer in our evergreen city.

Messrs. Rossell, Dolton and Barnett are doing wonderful business in the Social Center

Miss Beulah Mitchell to Texas—Miss Beulah Mitchell, one of Bloomingtons most popular young ladies left Tuesday for Houston, Texas, where she will assume her duties as Supervisor of music Miss Mitchell will be greatly missed in the social circles of Bloomington as she was always ready to assist in every undertaking without charge

Mrs. F. D. Wyche is still visiting in Cleaveland Ohio and other eastern points

The Peoples
Tonsorial Parlor
WORK GUARANTEFD TO PLEASE
CLEAN TOWELS A SPECIALTY
HAIR CUTTING OUR HOBBY
ANY STYLE YOU LIKE
Hot & Cold Baths 20c
P. V. MEADERS PROP.
311 So. Main St. Bloomington, Ill

H. H FRANKS
ICE CREAM AND CANDY
407 N. Main St.

Rev. Simmons the Father of the Illinois conference, has been appointed Pastor, of Wayman A.M.E. Chapel, and will fill the pulpit Sunday, at the usual hours. Every member is expected to be present, as Rev. Simmons is a minister of unquestionable ability, broad in mind and One True Christian.

BLOOMINGTON COLORED SOLDIERS RETURNING

The Eighth Illinois infantry composed of negroes left Camp Wilson for Springfield earl yiast night. This is the regiment which has enlisted a large number of colored residents of this city.. he men will probably be held in Springfield for some time before being mustered out of service. Troop A of the Wisconsin acvalry started nome at the same time. The First Illinois field artillery will leave for home tomorrow

MT. PISGAH MAKES LOAN

Members of Mt. Pisgah church will be pleased to learn that their officers have been successful in making the desired loan on the new church property sufficient to meet all requirements. The loan has been consummated during the past week and the work now on the church will be pushed forward to completion without further delay. The splendid achievements of that church and its members up to this time are deserving of much praise.

Mr. Edward Thomas has returned home after spending the summer in Michigan.

Mr Sandy Claiborne who has been seriously ill at his home was removed to Brokaw hospital and is getting along as well as could be expected.

Miss Leora Walker has returned home after spending the summer in Michigan

IKE SANDERS
HOTEL and CAFE
1101 W. Washington Street

BEST COPY AVAILABLE

First Class Service

Social Center Cafe

MEALS at all hours

HOME MADE PIES

HOT CHOCOLATE ICE CREAM

SODA CANDIES AND CIGARS.

DALTON BARNETT & ROSELLE, Proprietors.
322 South Main, Street. Bloomington, Illinois

MRS. LILLIE BACON

"PORO" Hair Dresser and Dealer in all Kinds of Toilet Goods, White Pacific, Bleeches the Skin and Grows the Hair. Work done at Home and Abroad.

1211 West Monroe, Street

GEORGE W. BROWN

Contractor--Concrete Side-walks, Coal, Sand and Gravel.

Office, Social Center, Kinlock 592

MRS. JOSIE JOHNSON

Graduate "PORO" COLLEGE School

Of Scientific Sanitary Scalp and Hair Treatment.

708 So. Oak St. Kinlock 2100-J Bloomington, Illinois

JUST OUT of the OVEN.
Wholesome, crisp loaves of the finest bread in town. Scientifically baked in the most modern oven.
Prepared under strict sanitary methods. We wouldn't think of using any but the very best flour.
FRESH DAILY
B. & M.
BREAD CO.

THE LOYAL LEGION
Co-operative Educational System. Purpose-
To improve the lively conditions of the masses of colored people; to encourage Co-operation between the races. 322 S. Main St.

JOHN SOLOMON & CO.
Wholesale & Retail
Dry Goods Imported & Fancy
Gent's Furnshings--Jewelery
724 W. Washington, St.

Your Invitation

You are invited to inspect the printing shop of the Advertiser, any Sunday afternoon, between the hours of 3 and 6:00.

Grace Woods

Mr. and Mrs. Harry Robertson are the parents of a fine dauter.

Mr. Ike Sanders is quite happy since the arrival of Miss Brown, who has been visiting in Boston, Mass.

Mr. C. Mitchel is building a modern home.

Miss Maud Allen of Jacksonville, Ill. has returned to enter the Wesleyan.

Mr, Harry Bell has accepted a $70. a month position in Champaign.

Mr. J. B. Whigan is here to spend the winter.

Mr. Roy Thompson spent Sunday in Chicago.

Mr. Willie Rush left Tuesday for Chieago.

Mrs. Ora Casey has returned to Champaign.

W. S. Moore went to Indianapolis Sunday and attended the A. B. C. Ball Game,and saw his old friend Louis Dicta Johnson pitch a wonderful game.

THE CHICAGO DEFENDER
The World's Greatest
Colored Weekly
HERBERT W. DICE
Local Agent
New Phone 1590-L
315 S. East St. Bloomington, Ill.

THE WEEKLY ADVERTISER

Race Publication

Grace M. Woods.....Editor
Carl R. Stearles.....Publisher
N. B. Gaines.....Business Manager

750 copies given away among the colored people of Bloomington and Normal every week.

The Weekly Advertiser will be on sale after November 15, 1916.

Give us your ad. The Weekly Advertiser has the largest circulation of any paper its size in McLean County. We give prompt attention to all patrons.

Mr and Mrs. Albert Nathan are the proud parents of a fine baby boy.

One of the seasons greatest events was held Friday evening at the Social Center by Bloomington and Normals younger society set Every one enjoyed themselves inmmensely. The order of the evening was games, music and dancing at 11 o'clock a dainty four course luncheon was served. After every one had enjoyed themselves immensely they departed for their homes and maintained they had spent the most pleasant evening of their life.

Miss Bertha Hunter is still visiting in Chicago

Miss Grace M. Woods is attending the O. R. Skinner school of Dramatic Art and Expression.

Mrs. Mary E. Stearles is visiting in St. Louis and attending the veiled prophets.

Mrs. J A. Stearles of Lincoln is seriously ill in the hospital in this city.

Miss Glendora Parlton will leave for Chicago where she will enter the Northwestern University

GOODFELLOW
FUNERAL DIRECTOR

Gentlemen buy your Cigars, Cigarettes, and Tobacco
From Stearles
THE ALHAMBRA
Isenman and Ong, Props

N. B. GAINES, Agent
Booker T. Washington Books
Paul Lawrence Dunbar
The Negro History, and all Race Literature Published.
1207 W. Oakland Ave.

We Do As We Advertise

$1.00 DOWN

MENTER

In Business for the Gospel

As both a Disciples of Christ preacher and a successful manufacturer, George Hoagland—born of slave parentage—dedicated his life to helping others discover "gladness."

By R. Robert Cueni

The name George Hoagland is not found on lists of prominent Disciples of Christ leaders of the late nineteenth and early twentieth centuries.

In one sense, there is reason to justify this. He occupied no great pulpit, wrote no memorable books and made no decisions that charted the course for the Christian Church (Disciples of Christ). One could reasonably conclude he was merely a "tentmaking" pastor to a tiny congregation.

On the other hand, this man's life can also be understood as an example of personal courage and a testimony to the power of the gospel.

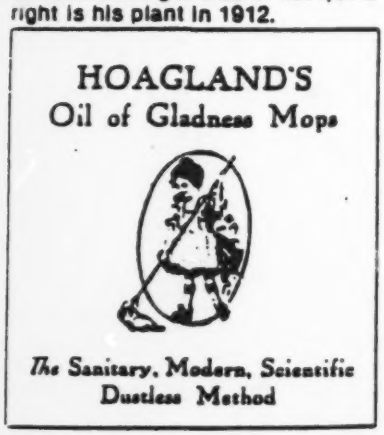
George Hoagland overcame the pains of racism and an extremely difficult childhood to become a highly successful businessman, generous citizen, committed servant of the black community, and devoted minister of the Good News. His story deserves telling for he was a remarkable servant of Jesus Christ.

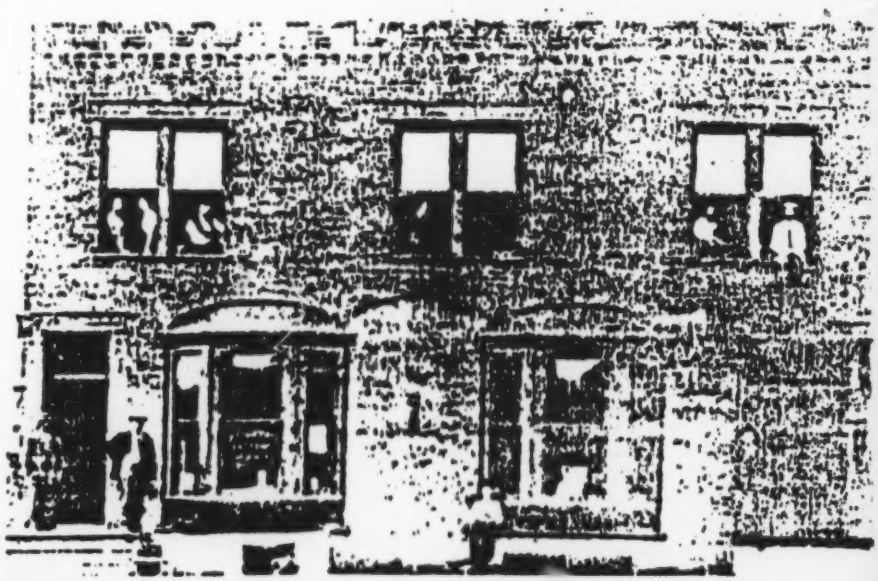
George Hoagland was born at Shepherdsville, Kentucky, not far from the birthplace of Abraham Lincoln. In fact, Lincoln's Emancipation Proclamation took effect on January 1, 1863—the year of Hoagland's birth to a slave mother. Sadly, the president's executive order did not apply in the border state of Kentucky.

While a small child, his mother and uncle were sold to settle a mortgage indebtedness of $1,800. That this was considered a good price for slaves in the falling market of those warring years was, obviously, of no

R. Robert Cueni is senior minister of First Christian Church in Bloomington, Illinois.

Below is a Hoagland ad of 1914, and right is his plant in 1912.





BEST COPY AVAILABLE

comfort to young George. Because of the loss of his mother's care, he and several other children in his family never had a stable home. In his brief autobiography he shares that "From the time of my birth up to the age of twenty-five years, my pathway was very unpleasant."

Precisely how difficult we can never know, for no written account has survived. We can only imagine life as a parentless black child in the hostile era of post-Civil War America. The pain of those early years began to be put behind him only when he married a particularly beautiful woman from Berea, Kentucky. In addition to being wife and mother of their eight children, she awakened a love of learning in this illiterate son of a slave which motivated and directed him throughout his adult years.

Probably in search of greater opportunity for their growing family, the Hoaglands migrated to Illinois and settled in Bloomington. This growing city on the edge of the prairie might have attracted them because of its involvement in the slave issue. A little more than three decades before their arrival in 1889, the Republican party met in Bloomington and Abraham Lincoln delivered what historians have called his "Lost Speech." The meeting was held in a place called Major Hall, so named for its owner, William Major, a local civic leader, ardent abolitionist, founding pastor of First Christian Church and friend of Alexander Campbell.

George Hoagland's first job in Bloomington was as a janitor for Second Presbyterian Church. This congregation had been established many years before when the pastor of First Presbyterian Church preached too frequently of his pro-slavery leanings. Several outraged northern Republicans apparently decided owning slaves was not as

GEORGE HOAGLAND

"predestined" as their pastor claimed and established a church more in keeping with their political and theological dispositions.

A generation later, this openness on racial and social issues benefited Hoagland. He received not only gainful employment, but made many friends among the people of the church. By his later recollections, the congregation's Sunday school superintendent even gave him his first copy of the scriptures.

The message of that Bible, of course, would have remained a mystery if he had not learned to read. At the urging of his wife and friends, he began his education. Eventually he studied at what today is Illinois State University in Normal, the community which adjoins Bloomington.

Hoagland worked at the church for several years while he continued his studies. When the opportunity presented itself, he began to sell floor mops and other cleaning supplies for a local company. This led him to experiment with different oils for cleaning the wooden floors common at that time. Eventually, he invented a particularly effective mixture he patented as "The Oil of Gladness."

In a matter of a few years, the business outgrew its location

and Hoagland purchased a factory building on the west side of Bloomington which employed more than a dozen black men and women. The products were marketed both in the United States and England. Illustrating the popularity of the products, the company did $101,396.32 worth of business in the last nine months of 1911. This was a significant volume for the time and circumstances.

More than a successful businessman, George A. Hoagland was a committed Christian and Disciples pastor. As he stated it, "I attribute my entire success to the teachings of the apostles or the Spirit of the New Testament." His attitude about the relationship between business and faith was summarized in an advertisement he purchased in the 1914 Women's Missionary Society cookbook at the white First Christian Church: "Through the agency of OIL OF GLADNESS I am able to preach the Gospel of Jesus Christ to my people."

George Hoagland first identified with the Disciples of Christ when he joined Second Christian Church in Normal. This congregation came into existence as part of a national effort by the Disciples to reach more black Americans. At the 1883 International Convention, well-known black Disciples pastor Preston Taylor was appointed national evangelist. Taylor founded Second Christian Church in Normal which attracted George Hoagland to the Restoration Movement.

In 1904, Hoagland became founding pastor of Third Christian Church in Bloomington. He served this congregation from the time it was housed in a storefront facility until after the people built a stucco structure which still stands today.

One can safely assume that George Hoagland was a primary steward of Third Christian Church. He was, after all, an enormously generous man. A 1912 anecdotal directory of Illinois black-owned business commented not only on his giving to charitable causes, but noted he regularly purchased homes for employees of his factory and allowed them to repay him without interest.

His own words summarize the spirit of this energetic and committed servant of Christ. Even while running his business, he said, "...I have preached the gospel twice on every Lord's day...and put as much in the contribution basket as the other fellow, fed the sick, buried the dead, married the unfortunate as well as the fortunate, and am standing on the hill looking for something else to do."

It is believed George Hoagland died at Detroit, Michigan, in 1935. His business had been sold many years before. The congregation he served disbanded in the 1960s. His contribution to the Kingdom of God should not, however, be forgotten or minimized. He served his people and his God long and faithfully.

Elder George Hoagland
Bloomington, Ill.

The autobiography of this well known man can best be expressed in his own language.

"Geo. Hoagland was born in Sheppardsville, Bullitt Co., Ky., in 1863. Mother and uncle was sold for a mortgage of $1800. Several children of us were raised without a home. From the time of my birth up to 23 years of age, my pathwaywas very unpleasant, but succeeded in keeping myself out of the hands of the officers. At this time I married in Berea, Ky. My wife was of the high moral type but I did not know one letter from another. We moved to Normal, Ill. between the age of 23 and 25; Normal being a school town, I immediately caught the disease, but owing to the increase in my family, the symptoms dropped one by one.

The first symptom was that of school teacher, the second, a lawyer and the third never cropped out. During this struggle there was born in our home 8 children. I became exceedingly interested in the Apostolic religion during this period and joined the Christian church. I carried my religion along on a level with all my other efforts and in many cases, ahead. I attributs my entire success to the teachings of the apostles or the Spirit of the New Testament.

Today I am connected with the business known as the "Oil of Gladness", and am doing a business all over the U. S. and England. Our output from March 1911 to the close of the year was $101,396.32: In the meantime I have preached the Gospel twice on every Lord's day, and put as much in the contribution basket as the other fellow and some times more, fed the sick, buried the dead, married the unfortunate as well as the fortunate and am standing on the hill looking for something else to do.

In this connection we would add that Mr. Hoagland is among the leading men of Illinois, commanding the respect of leading men of the state, as that of the most humble citizen. He is a thorough business man and christian gentleman. His property holdings are valued at more than $15000 and are heavily insured in old line companies.

Mr. Hoagland is a man of genial and charitable disposition, and has a most estimable family.

Pictorial Souvenier of Businesses in Bloomington, 1911

Counting and Mapping the People
The United States Census
(1910 and 1920)

Themes

1. Identifying human migration patterns
2. The family as a focal point of a community area
3. Continuity and change in family and community history

Objectives

1. Analyzing United States Census documents
2. Analyzing a map in conjunction with other sources
3. Making a hypothesis statement on the basis of historical evidence

Focus

The United States Census is a useful primary source for adding to our knowledge of the life of black Americans in the community. A great deal of information is given on census forms, which vary from decade to decade. The handouts for this lesson include blank census forms; two census documents (one from 1910 and one from 1920); and a map. The plan includes a transcription of the census, which some teachers may find useful.

The census documents will prompt all sorts of questions from students regarding individuals, families, and the neighborhood. One activity that will help students organize their questions is to ask them to formulate an hypothesis statement based on the evidence they have reviewed in the document. Some possible statements are suggested, but students may very well develop others. Teachers can then ask the students to develop a research plan to test the hypothesis.

Procedures

1. Counting the People: Review and compare the blank census forms to help familiarize students with the information available on each document. Note the differences on the 1910 and 1920 forms.

2. The United States Census, Normal, Illinois, 1910 and 1920
   a) Read the census documents. Adopt the classroom teaching strategy that best suits your students: individual reading; small groups; cooperative learning; or teacher-led reading. Some teachers may wish to have students work from the manuscript documents; others may wish to provide the pages of select transcriptions to assist students who have difficulty with the photocopies of the originals.
   b) Ask students for initial reactions to the census of 1910 and 1920. What questions come to mind?

3. Find the black families enumerated on the census forms which are also noted on Wilbur Barton's map. (See No. 6 below.) How are blacks and whites identified on the census documents?

4. Some Family and Community Histories from the Census:
   a) Issac Esque
      1. What do you notice about Esque's age between 1910 and 1920?
      2. What might account for the three extra years?
      3. What was Issac's occupation?
      4. Why does the spelling of his name change, too?

   b) The Duff Family
      1. What changes occurred in this family between 1910 and 1920?
      - Peter Duff dies
      - Fannie becomes "head" of the family
      - Rollie and Jamie leave the household
      - Fannie gets a job as a baker and her daughter changes jobs to work with her mother
      - Walker changes occupations
      - George becomes a chauffer
      - Julia becomes a teacher
      2. What stayed the same in the Duff Family?
      - Walker remained in his job as a presser at the Panatorium
      - The family remained in the same house

   c) The Patterson Family: 1920
      1. What do we know about Minnie Patterson's family?
      2. Look at Mrs. Patterson's address. Which family occupied the house at 608 in 1910?

   d) Other Families: 1910 census
      1. What do we know about Gerald Thomas?
      2. What do we know about Earl Morris's family?
      3. What do we know about John Henneger's family?
      4. What is the relationship of Louis and Ethel Hodges to the Hennegers?

5. Select transcription of the 1910 and 1920 United States Census for a Normal, Illinois neighborhood.

6. Mapping the People: Wilbur Barton's Map of Normal, 1930
   a) Identify places and locations: railroads, the university, major streets
   b) Identify areas where black residences, churches, and businesses are located
   c) Draw a conclusion about residential housing patterns for blacks in Normal after 1920.

[Teaching note: Bloomington had a larger black population than Normal. Bloomington's black population was concentrated in two parts of town. However, many black families were also scattered throughout in both communities.]

7. Drawing Conclusions and Making a Hypothesis Statement
   a) Where did most black people live before they came to Normal?
      1. Look at the place of birth of the residents.
      2. How many were born in places other than Illinois?
      3. How many were born in Illinois?
      4. Which family members were born in Illinois?
      5. Possible hypothesis statement:
         When black men and women from the South married and migrated to Central Illinois, they settled down and raised families.

   b) Literacy and Occupation
      1. Could most black people read and write in Normal in 1910 and 1920?
      2. What sorts of occupations did black men and women hold in 1910 and 1920?
      3. Possible hypothesis statement:
         Blacks in Normal were educated people who held responsible jobs.

   c) General Conclusions and Hypothesis
      1. The parents of both white and black heads of households and their spouses came from a wide variety of places: Europe, eastern states, southern states.
      2. A large proportion of adult women, both black and white, worked.
      3. The typical family had about four children
      4. Possible hypothesis statement:
         In Normal, between 1910 and 1920, the family history of black and white families was similar in many respects.

Extensions

1. Ask a student or a group of students to learn more about the Duff family and report to the class. They could contact the Federal Archives - Chicago Branch to obtain earlier census sheets. The life of Peter Duff was featured in The Pantagraph, September 29, 1987. (The same issue also has an article about Wilbur Barton.)

2. Ask students to develop a research plan that they would follow to verify the possible hypothesis statements in this lesson plan, or other hypothesis states that they may develop after using the census and the map. What other documents would they need to consult? Who would they need

to talk to? How would they present their research to their classmates or others who might be interested?

Bibliography

A. Readings for students

Perl, Lila. The Great Ancestor Hunt: The Fun of Finding Out Who You Are. New York: Clarion Books, 1989.
Students trace their roots back through their family history to find out who they are.

Ashmore, Harry S. Other Side of Jordan. New York: Norton, 1960.
The author makes his report on the life of black Americans in urban areas of the North. Political aspects, housing, religious groups and urban living are mostly concerned with New York, while aspects of integration are applicable other places.

Parks, Gordon. The Learning Tree. New York: Harper and Row, 1963.
The story of a black American family in Kansas during the 1920s.

Scott, Emmett J. Negro Migration During the War. New York: Arno Press, 1969.
Traces the great migration that expanded the huge black ghettos of urban industrial centers.

Taylor, Mildred. The Gold Cadillac. New York: Dial Books, 1987.
The story of the Logan family continues with its migration to Toledo, Ohio.

B. Readings for teachers

Lemann, Nicholas. The Promised Land: The Great Black Migration and How It Changed America. New York: Knopf, 1991.

Grossman, James R. Land of Hope: Chicago, Black Southerners, and the Great Migration. Chicago: The University of Chicago Press, 1989.

Gutman, Herbert G. The Black Family In Slavery and Freedom, 1750-1925. New York: Pantheon Books, 1976.

National Technical Information Service. U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22161.
This agency publishes Update, the Census Bureau's education program to help teachers use Census Materials.

SELECT TRANSCRIPTIONS

A Section of the 1910 Census, Normal, Illinois

East Popular Avenue

102 E. Popular. Anderson, G.H.: head of household; white male; age 56; married 19 years; born in Illinois; parents born in Kentucky; occupation - farmer. Sarah, F.: wife; white; age 44; born in Illinois; father born in Kentucky, mother born in Illinois. 2 sons born in Illinois. Joseph Corbett is age 17 and single. T.J. is age 16 and single.

100 E. Popular. Cunningham, John: head of household; white male; age 76; married 46 years; born in Scotland; parents born in Scotland; retired carpenter. Helen: wife; white; age 66; born in Massachusettes; parents born in Massachusettes. 7 children; 4 alive. Winnie, Laura; single; age 30; born in Illinois; unemployed; lives at home.

101 E. Popular. Shipley, J.D.: head of household; white male; age 60; married for 39 years; born in Illinois; father born in Kentucky and mother born in Ohio; occupation - breeder of collie dogs. Anna Rositta: wife; white; age 61; born in Ohio; parents born in Ohio. 2 children.

103 E. Popular. Harrington, Lincoln: head of household; white male; age 44; married for 14 years; born in Indiana; parents born in Indiana; occupation - printer. Sarah: wife; white; age 42; born in Illinois; parents born in Ireland. No children.

101 Street [?] Hogan, Stephan: head of household; white male; age 70; widowed; born in Ireland; father born in Ireland; mother's place of birth unknown; occupation - laborer for railroad. No children.

West Popular Street

105 W. Popular. Esque, Issac: head of household; single black male; age 72; born in Mississippi; father born in Mississippi; mother's place of birth unknown; occupation - farmer.

Thomas, Gerald: head of household; mulatto male; age 61; married twice, present marriage of 19 years; 1 child; born in Alabama; birth place of father unknown; mother born in Alabama; occupation - minister.

Duff, Peter: head of household; mulatto male; age 52; married for 26 years; born in Kentucky; parents born in Kentucky; occupation - carpenter. Fannie E.: wife; mulatto; age 44; born in Kentucky; parents born in Kentucky; 7 children; 6 survive. The son's names are Walker, Rollie, and Gio, ages 21, 14, and 12 respectively. The daughters names are Alberta, Julie, and Jamie, ages 24, 18, 16 respectively. Alberta is a housekeeper; Walker is a presser.

North Fell Ave.

608 N. Fell. Morris, Earl: head of household; mulatto male; age 27; married for 3 years; born in Missouri, parents born in U.S.; occupation - laborer. Gertrude: wife; black female; age 29; second marriage; born in Tennessee; father born in U.S.; mother born in Virginia. 2 daughters; Mildred, age 2; and Lueritia, 5 months.

606 N. Fell. Henny, John: head of household; mulatto male; age 48; married for 29 years; born in Tennessee; parents born in U.S.; occupation - railway chef. Mary: wife; mulatto; age 45; born in Kentucky; birthplace of father unknown; mother born in Kentucky. 2 daughters; Price, Maude; mulatto; age 22; married 4 years with 1 child.
Hodges, Ethel: mulatto; age 19; married 3 years to Louie Hodges, son-in-law; mulatto; age 23; born in Kentucky; parents born in the U.S.; occupation - barber; 1 child.

West Cypress

Pearson, Roy G.: head of household; white male; age 29; married 6 years; born in Illinois; father born in Kentucky; mother born in Kansas; occupation - saloon merchant. Elsie: wife; white; age 26; born in Illinois; parents born in Germany. 4 children were born; 2 daughters; Beatrice, age 3; Margaritt, age 17; Brother Chester; age 22; single; occupation - laborer.

Shipley, Eugene: head of household; white male; age 33; married 7 years; born in Illinois; father born in Illinois; mother born in Ohio; occupation - brakeman on railroad. Mary: wife; white; age 26; born in Illinois; father born in Illinois; mother born in Ohio. 3 children were born; 2 children survive; Ira, a son, age 3; and Naoma, daughter, age 1 month.

A Section of the 1920 Census, Normal, Illinois

108 Willow. Cunningham, Charles: head; homeowner with mortgage; married; white male; age 49; literate; born in Illinois; father born in U.S.; mother born in Ohio; occupation - farmer. Hattie M.: wife; white; age 39; born in Illinois; parents born in Illinois.

Davis, Roberta L.: boarder; single white female; age 48; born in Illinois; father born in Kentucky; mother born in Virginia; occupation - teacher.

(name): boarder; single white female; age 37; born in Illinois; father born in Switzerland; mother born in Illinois; occupation - teacher.

710 Pine. Smith, Fred: head; rents; married; white male; age 36; born in Illinois; parents born in Indiana; book salesman. Addie: wife; white; age 37; born in Illinois; father born in Ohio; mother born in Indiana.

101 Sycamore. Sylvester, Charles W.: head; rents; married white male; age 28; born in Illinois; father born in England; mother born in Illinois; occupation - brick mason. Leola: wife; white; age 23; born in Illinois; parents born in Illinois. Evelyn B.: daughter; age 4; born in Illinois. Harvey: son; age 2; born in Illinois.

108 N. Fell. Patterson, Fannie: head; rents; widowed black female; age 46; born in Mississippi; father born in Tennessee; mother born in Mississippi; occupation - house servant. Franklin: son; single; born in Mississippi; father born in Mexico; occupation - laborer. George: son; single; age 20; born in Illinois; father born in Tennessee; occupation - railroad laborer. Elbeata: daughter; single; age 14; born in Illinois; occupation - house servant. Ellen: daughter; single; age 13; born Illinois; father born in Tennessee. Ralph: son; single; age 11; born in Illinois; father born in Tennessee.

107 West Popular. Duff, Fanny E.: head; home owner; widowed mulatto female; age 51; born in Kentucky; parents born in Kentucky; occupation - independent baker. Alverta: daughter; single; age 35; born in Illinois; parents born in Kentucky; occupation - cateress. Naekin: son; single; age 31; born in Illinois; parents born in Kentucky; occupation - presser. Julie E.: daughter; single; age 29; born in Illinois; parents born in Kentucky; occupation - teacher. George T.: son; single; age 22; born in Illinois; parents born in Kentucky; occupation - private chauffeur.

105 West Popular. Esque, Issac: head; home owner; single black male; age 85; born in Mississippi; father born in Mississippi; mother born in North Carolina; occupation - farmer.

103 West Popular. Harrington, Lincoln: head; home owner; married white male; age 52; born in Indiana; father born in Indiana; mother born in New York; occupation - printer. Sarah: wife; white; age 48; born in Illinois; parents born in Ireland.

101 West Popular. Wilkey, John: head; home owner; married white male; age 61; illiterate; born in Illinois; parents born in Illinois; occupation - none. (name): wife; white female; age 54; born in Illinois; born in the U.S. Rachel: daughter; single; age 26; born in Illinois. Sheridan: son; single; age 21; born in Illinois; occupation - waiter. Carl: son; single; age 14; born in Illinois; occupation - laborer. Rayo, Turner: son-in-law; married white male; age 44; born in Illinois; parents born in Illinois; occupation - none. Daisy: daughter; married; age 34; born in Kentucky; parents born in Kentucky; occupation - butcher. Evelyn: grand-daughter; single; age 13; born in Illinois; father born in Kentucky; mother born in Illinois. (name): grand-daughter; single; age 12; born in Illinois; father born in Kentucky; mother born in Illinois. Homborg ? : ? ; single white male; age 20; born in Illinois; father born in Denmark; mother born in Texas; occupation - shoemaker.

EXTRACT FROM 1910 CENSUS

Extract by _____

State _____ County or Parish _____ Township, Ward or Beat _____ Incorporated Place _____

Enumeration District _____ Date of Enumeration _____ Enumerator _____ Publication No. _____ Reel No. _____

House No.	Dwelling No.	Family No.	Name of person whose abode on April 15 was with this family. Children born after, omitted.	Relationship to head of family	Sex	Color or Race	Age	Married Issues	Years married	Number of [illegible] children	No. of these children living	Person's birthplace	Father's birthplace	Mother's birthplace	Year of immigration	Naturalized Alien	English Language	Occupation	Industry Establishment	Emp'N'OA	Employer out of work: April 15, 1910	Employer out of work: Weeks during 1909	Education: Read	Education: Write	Education: School since Sept. 1, 1909	Home Ownership: Owned / Rented	Home Ownership: Free or mortgage	Home Ownership: Farm / House	Home Ownership: Schedule Number	U.S. Veteran	Blind / Insane

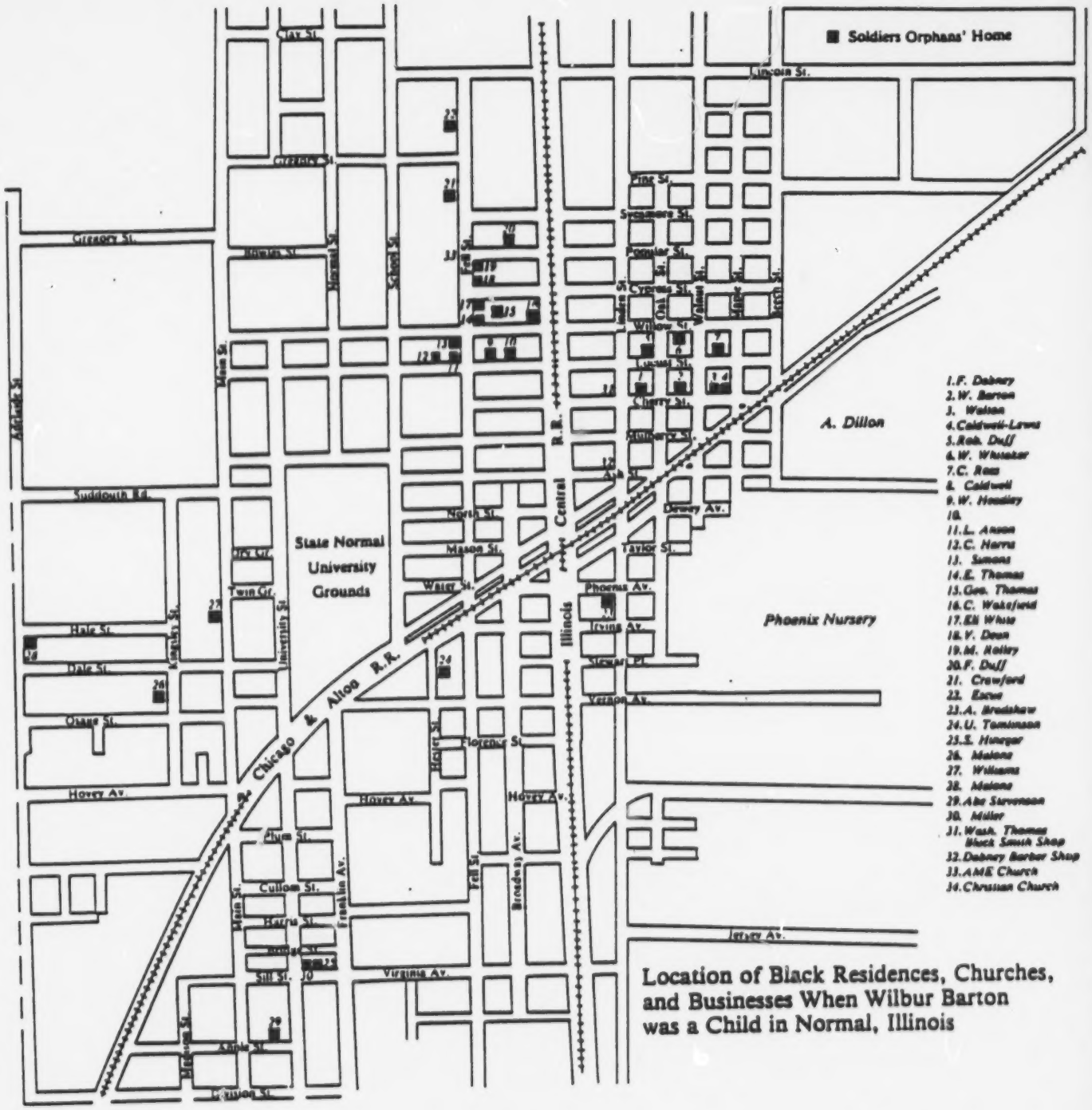
BEST COPY AVAILABLE

STATE	1920 CENSUS — UNITED STATES	SUPERVISOR'S DISTRICT #	SHEET NO.
COUNTY		ENUMERATION DISTRICT #	
TOWNSHIP OR OTHER COUNTY DIVISION	NAME OF INCORPORATED PLACE	WARD OF CITY	
NAME OF INSTITUTION	ENUMERATED BY ME ON THE _____ DAY OF _____, 1920	ENUMERATOR	

PLACE OF ABODE				NAME	RELATION	TENURE		PERSONAL DESCRIPTION				CITIZENSHIP			EDUCATION		
STREET, AVENUE, ETC.	HOUSE NUMBER OR FARM	NUMBER OF DWELLING HOUSE (VISITATION ORDER)	NUMBER OF FAMILY (VISITATION ORDER)	OF EACH PERSON WHOSE PLACE OF ABODE ON JANUARY 1, 1920, WAS IN THIS FAMILY	RELATIONSHIP TO HEAD OF HOUSEHOLD	HOME OWNED OR RENTED	IF OWNED, FREE OR MORTGAGED	SEX	COLOR OR RACE	AGE AT LAST BIRTHDAY	SINGLE, MARRIED WIDOWED, OR DIVORCED	YEAR OF IMMIGRATION TO U.S.	NATURALIZED OR ALIEN	IF NATURALIZED, YEAR OF NATURALIZATION	ATTENDED SCHOOL ANYTIME SINCE SEPT. 1, 1919	ABLE TO READ	ABLE TO WRITE
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
37															38		

STATE	1920 CENSUS — UNITED STATES	SUPERVISOR'S DISTRICT #	SHEET NO.
COUNTY		ENUMERATION DISTRICT #	
TOWNSHIP OR OTHER COUNTY DIVISION	NAME OF INCORPORATED PLACE	WARD OF CITY	
NAME OF INSTITUTION	ENUMERATED BY ME ON THE _____ DAY OF _____, 1920	ENUMERATOR	

NAME	NATIVITY AND MOTHER TONGUE							OCCUPATION			
OF EACH PERSON WHOSE PLACE OF ABODE ON JANUARY 1, 1920, WAS IN THIS FAMILY (from other side of form).	PLACE OF BIRTH OF EACH PERSON AND PARENTS OF EACH PERSON ENUMERATED. IF BORN IN U.S., GIVE STATE OR TERRITORY. IF FOREIGN BIRTH, GIVE THE PLACE OF BIRTH, AND, IN ADDITION, THE MOTHER TONGUE.						ABLE TO SPEAK ENGLISH	TRADE, PROFESSION, OR PARTICULAR KIND OF WORK DONE.	INDUSTRY, BUSINESS, OR ESTABLISHMENT IN WHICH AT WORK.	EMPLOYER, SALARY OR WAGE WORKER, OR WORKING ON OWN ACCOUNT.	NUMBER OF FARM SCHEDULE
	PERSON		FATHER		MOTHER						
	PLACE OF BIRTH	MOTHER TONGUE	PLACE OF BIRTH	MOTHER TONGUE	PLACE OF BIRTH	MOTHER TONGUE					
5	19	20	21	22	23	24	25	26	27	28	29



Location of Black Residences, Churches, and Businesses When Wilbur Barton was a Child in Normal, Illinois

STATE ... COUNTY McLean ... TOWNSHIP OR OTHER DIVISION OF COUNTY ... NAME OF INSTITUTION ...

DEPARTMENT OF COMMERCE AND LABOR—BUREAU OF THE CENSUS

THIRTEENTH CENSUS OF THE UNITED STATES: 1910 — POPULATION

NAME OF INCORPORATED PLACE Normal Town Illinois (Part 5)

ENUMERATED BY ME ON THE 15th DAY OF April 1910.

SUPERVISOR'S DISTRICT ... ENUMERATION DISTRICT ... WARD OF CITY ... Chas. T.

LOCATION. Street, avenue, road, etc.	Number of dwelling house in order of visitation	Number of family in order of visitation	NAME of each person whose place of abode on April 15, 1910, was in this family. Enter surname first, then the given name and middle initial, if any. Include every person living on April 15, 1910. Omit children born since April 15, 1910.	RELATION. Relationship of this person to the head of the family.	PERSONAL DESCRIPTION. Sex	Color or race	Age at last birthday.	Whether single, married, widowed, or divorced	Number of years of present marriage	Mother of how many children	Number now living	NATIVITY. Place of birth of this Person	Place of birth of Father of this person.	Place of birth of Mother of this person.	CITIZENSHIP. Year of immigration to the United States	Whether naturalized or alien.	Whether able to speak English; or, if not, give language spoken.	OCCUPATION. Trade or profession of, or particular kind of work done by this person, as spinner, salesman, laborer, etc.	General nature of industry, business, or establishment in which this person works, as cotton mill, dry goods store, farm, etc.	Whether an employer, employee, or working on own account.	If an employer, number of months out of work on April 15, 1910.	If an employee, number of months out of work during year 1909.	Whether able to read.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
51	102	13	13	Anderson G. H.	Head	M	W	56	M1	19	2	2	Illinois	Kentucky	Kentucky			English	Farmer			YY		
52				Sarah F.	Wife	F	W	44	M1	19	2	2	Illinois	Kentucky	Illinois			English	None					
53				Joseph Corbett	Son	M	W	17	S				Illinois	Illinois	Illinois			English	None					
54				F. G.	Son	M	W	16	S				Illinois	Illinois	Illinois			English	None					
55	102	14	14	Cunningham John	Head	M	W	76	M1	46	7	4	Scotland Engl	Scotland England	Scotland England	1854	Na	English	Farmer Carpenter	retired				
56				Helen	Wife	F	W	66	M1	46	7	4	Massachusetts	Massachusetts	Massachusetts			English	None					
57				Minnie Louise	Daughter	F	W	20	S				Illinois	Scotland Engl	Massachusetts			English	None					
58	101	15	15	Shipley J. D.	Head	M	W	60	M1	39	2	2	Illinois	Kentucky	Ohio			English	Breeder	collie dogs		Yes		
59				Loretta B.	Wife	F	W	61	M1	39	2	F	Ohio	Ohio	Ohio			English	None					
60	103	16	16	Harrington Lincoln	Head	M	W	44	M1	14	0	0	Indiana	Indiana	Indiana			English	Hunter			W.	No	0
61				Sarah	Wife	F	W	42	M1	14	0	0	Illinois	Ireland English	Ireland English			English	None					
62	104	17	17	Hagan Stephen	Head	M	W	70	Wd				Ireland Engl	Ireland				English	Laborer	I.C.R.R.		W.	No	0
63	105	18	18	Eagan Silas	Head	M	B.	72	S				Mississippi	Mississippi				English	Farmer			W.		
64	105	18	19	Thomas Gerald	Head	M	Mu	61	M2	19	1	1	Alabama	unknown	Alabama			English	Minister			W.	No	0
65		19	20	Duff Peter C.	Head	M	Mu	52	M1	26	7	6	Kentucky	Kentucky	Kentucky			English	Carpenter			Wk		
66				Fannie E.	Wife	F	Mu	44	M1	26	7	6	Kentucky	Kentucky	Kentucky			English	None					
67				Alberta	Daughter	F	Mu	24	S				Illinois	Kentucky	Kentucky			English	Book Keeper	Cleaning & Dyeing		W		
68				Walker	Son	M	Mu	20	S				Illinois	Kentucky	Kentucky			English	Painter	Contracting		W		
69				Julia	Daughter	F	Mu	18	S				Illinois	Kentucky	Kentucky			English	None					
70				Jamie	Daughter	F	Mu	16	S				Illinois	Kentucky	Kentucky			English	None					
71				Wallie	Son	M	Mu	14	S				Illinois	Kentucky	Kentucky			English	None					
72				Geo.	Son	M	Mu	12	S				Illinois	Kentucky	Kentucky			English	None					
73	608	20	21	Morris Earl	Head	M	Mu	27	M1	3	2	2	Missouri	U. States	U. States			English	Laborer	Tender for Mason		W		
74				Gertrude	Wife	F	W.	29	M2	3	2	2	Tennessee	U. States	Virginia			English	None					
75				Mildred	Daughter	F	Mu	2	S				Illinois	Missouri	Tennessee			E.						
76				Lucretia	Daughter	F	Mu	7/12	S				Illinois	Missouri	Tennessee			E.						
77	606	21	22	Hennegan John	Head	M	Mu	48	M1	29	4	2	Tennessee	U. States	U. States			English	Sheriff	Mine way		W	No	0
78				Mary	Wife	F	Mu	45	M1	29	4	2	Kentucky	unknown	Kentucky			English	None					
79				Cora Maude	Daughter	F	Mu	22	M1	4	1	1	Illinois	Tennessee	Kentucky			English	None					
80				Hodges Ethel	Daughter	F	Mu	19	M1	3	1	1	Illinois	Tennessee	Kentucky			English	None					
81				Hodges Louise	Son-in-Law	M	Mu	23	M1	3	1	1	Kentucky	U. States	U. States			English	Barber			W	No	0
82	104	22	23	Pearson Roy H.	Head	M	W	29	M1	6	4	2	Illinois	Kentucky	Kansas			English	Merchant	Saloon		Wk		
83				Elsie	Wife	F	W	26	M1	6	4	2	Illinois	Germany	Germany			English	None					
84				Beatrice	Daughter	F	W	3	S				Illinois	Illinois	Illinois			English						
85				Margaret	Daughter	F	W	1 7/12	S				Illinois	Illinois	Illinois									
86				Chester	Brother	M	W	22	S				Illinois	Kentucky	Kansas			English	Laborer			W.	No	12
87		23	24	Shipley Eugene	Head	M	W	33	M1	7	3	2	Illinois	Illinois	Ohio			English	Brakeman	Railroad		W	No	0
88				Mary	Wife	F	W	26	M1	7	3	2	Illinois	Illinois	Ohio			English	None					
89				Ira	Son	M	W	3	S				Illinois	Illinois	Illinois									
90				Naoma	Daughter	F	W	1 8/12	S				Illinois	Illinois	Illinois									
91		24	25	Reynolds Catharine	Head	F	W	53	M3	5			Illinois	Illinois	Illinois			English						
92		25	26	Yoder J. H.	Head	M	W	57	M1	35	6	5	Illinois					English	Teacher			W	No	0

42 43

BEST COPY AVAILABLE

COUNTY McLean

TOWNSHIP OR OTHER DIVISION OF COUNTY Kansas Township

NAME OF INSTITUTION

FOURTEENTH CENSUS OF THE UNITED STATES: 1920—POPULATION

NAME OF INCORPORATED PLACE Kansas Town

ENUMERATED BY ME ON THE 2 DAY OF January 1920. Emmett M. Pontius ENUMERATOR

SUPERVISOR'S DISTRICT NO. 2

ENUMERATION DISTRICT NO. 155

WARD OF CITY

PLACE OF ABODE.			NAME of each person whose place of abode on January 1, 1920, was in this family.	RELATION.	SEX.		RACE.	AGE.		CONJUGAL CONDITION.			EDUCATION.			NATIVITY AND MOTHER TONGUE. PLACE. Place of birth.	PLACE. Mother tongue.	FATHER. Place of birth.	FATHER. Mother tongue.	MOTHER. Place of birth.	MOTHER. Mother tongue.	HOME. Home owned (O) or rented (R).	OCCUPATION. Trade, profession, or particular kind of work.	OCCUPATION. Industry, business, or establishment in which at work.	OCCUPATION. Class of worker.
108	1	1	Cunningham Chas	Head	O	M	W	M	46	M				Yes	Yes		Illinois		United States		Ohio		Yes	Farmer	Farm	Emp
			Hattie M	Wife			W	F	39	M				Yes	Yes		Illinois		Illinois		Illinois		Yes	None		
			Dewey Roberta	Boarder			W	F	48	S				Yes	Yes		Illinois		Kentucky		Virginia		Yes	Teacher	Public Schools	W
			Gosnell Henrietta	Boarder			W	F	27	S				Yes	Yes		Illinois		Switzerland	German	Illinois		Yes	Teacher	Public Schools	W
116	2	2	Kimball Fred	Head	O	M	W	M	36	M				Yes	Yes		Illinois		Indiana		Indiana		Yes	Teacher	Public Schools	W
			Edith	Wife			W	F	37	M				Yes	Yes		Illinois		Ohio		Indiana		Yes	Salesman	Coal	W
101	3	3	Sylvester Edgar M	Head	O	M	W	M	28	M				Yes	Yes		Illinois		England	English	Illinois		Yes	Mason	Brick	W
			Ada	Wife			W	F	23	M				Yes	Yes		Illinois		Illinois	Swiss	Illinois		Yes	None		
			Evelyn B	Daughter			W	F	3	S							Illinois		Illinois		Illinois			None		
			Mickey	Son			W	M	1	S							Illinois		Illinois		Illinois			None		
108	4	4	Patterson Thomas	Head	O	M	B	M	46	M				Yes	Yes		Mississippi		Mississippi		Mississippi		Yes	Servant	House	W
			Meredith Franklin	Son			M	B	20	S				Yes	Yes		Mississippi		Mexico	Spanish	Mississippi		Yes	Laborer	Sylvester	W
			Patterson George	Son			M	B	20	S				No	Yes		Illinois		Tennessee		Mississippi		Yes	Laborer	Railroad	W
			Elizabeth	Daughter			M	B	14	S				Yes	Yes		Illinois		Tennessee		Mississippi		Yes	Servant	House	W
			Elsie	Daughter			M	B	13	S				Yes	Yes		Illinois		Tennessee		Mississippi		Yes	None		
			Ralph	Son			M	B	11	S				Yes	Yes		Illinois		Tennessee		Mississippi		Yes	None		
107	5	5	Duff Gabby E	Head	O	M	W	M	51	M				Yes	Yes		Kentucky		Kentucky		Kentucky		Yes	Baker	Grocery Store	Op
			Alverta	Daughter			W	F	35	S				Yes	Yes		Illinois		Kentucky		Kentucky		Yes	Cashier	Public Service	Co
			Walter	Son			W	M	31	S				Yes	Yes		Illinois		Kentucky		Kentucky		Yes	Operator	Sanitarium	W
			Julia E	Daughter			W	F	29	S				Yes	Yes		Illinois		Kentucky		Kentucky		Yes	Teacher	Public Schools	W
			George T	Son			W	M	22	S				Yes	Yes		Illinois		Kentucky		Kentucky		Yes	Chauffer	Private Family	W
105	6	6	Eggman Isaac	Head	O	M	B	M	85	S				Yes	Yes		Mississippi		Mississippi		N. Carolina		Yes	Gardener	Private	W
103	7	7	Harrington Lincoln	Head	O	M	W	M	52	M				Yes	Yes		Indiana		Indiana		N. York		Yes	Clerk	Elevator Co	W
			Sarah	Wife			W	F	48	M				Yes	Yes		Illinois		Ireland	English	Ireland	English	Yes	None		
121	8	8	Wilkey John C	Head	O	M	W	M	61	M				Yes	Yes		Illinois		Illinois		Illinois		Yes	None		
			Ada	Wife			W	F	54	M				Yes	Yes		United States		United States		United States		Yes	None		
			Rachel	Daughter			W	F	26	S				Yes	Yes		Illinois		Illinois		Illinois		Yes	None		
			Jerigen	Son			W	M	21	S				Yes	Yes		Illinois		Illinois		Illinois		Yes	Waitress	Restaurant	W
			Carl	Son			W	M	14	S				Yes	Yes		Illinois		Illinois		Illinois		Yes	Laborer	Dairy	W
			Kaye Grover	Son-in-law			W	M	40	M				Yes	Yes		Illinois		Illinois		Illinois		Yes	None		
			Daisy	Daughter			W	F	34	M				Yes	Yes		Kentucky		Kentucky		Kentucky		Yes	Cutter	Meat Packing	Co
			Edythe	Granddau			W	F	13	S				Yes	Yes		Illinois		Kentucky		Illinois		Yes	None		
			Hattie	Granddau			W	F	12	S				Yes	Yes		Illinois		Kentucky		Illinois		Yes	None		
			Fenton Everett	Grandson			W	M	2	S				Yes	Yes		Illinois		Illinois		Illinois		Yes	None		
114	9	9	Friedfield Jacob	Head	O	M	W	M	62	M				Yes	Yes		Germany		Germany		Germany		Yes	Shoemaker	Shop	W
			Mary	Wife			W	F	62	M				Yes	Yes		Indiana		Indiana		Indiana		Yes	Shoemaker	Shop	Co

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Eva Jones: A Community Leader
(1970s-1980s)

Themes:

1. Importance of an individual who has made a difference in local history
2. Social and political change in a local community
3. Community values

Objectives:

1. Describe how an individual can be active in a local community's civic affairs
2. Explain how an individual is important to a local community
3. Analyze maps and charts

Focus:

What is a successful person? We often think national figures are the only successful people. John F. Kennedy, Martin Luther King, Jr., Paul Newman, Jesse Jackson, Jane Fonda, Shirley Chisolm, Arthur Ashe, Chris Evert, and Carol Mosely Braun are a few examples of individuals who have gained national prominence. A person who is active at the neighborhood level, however, may be more important to the local community because he or she contributes more to improve the everyday life of the community than the national figures.

Eva Jones was an important community leader. Throughout her life, Mrs. Jones was involved with school, church, and community groups. In April, 1971 she became the first black American to be elected to serve on District 87's school board. Eva Jones did not win the first time she ran for this position, but she did not give up. She won the second time; and she was the leading vote getter in a field of nine candidates! Mrs. Jones was re-elected two more times and served as president of the board her last year. She left the board in 1977. In 1979, she ran for another elected position -- city council -- and in a close contest, Mrs. Jones was elected. Again, Eva Jones established a first. She was the first black elected to the Bloomington City Council.

Eva Jones was also involved in many other aspects of the life of her community. Besides her involvement in the political processes of Bloomington, Mrs. Jones was active in working with family services programs. She organized a summer sports league and directed the music program at the Mount Pisgah Baptist Church. Her work for the city of Bloomington was recognized in 1983 when she was given the Illinois Municipal Human Relations award. After a pioneering life in public service, Mrs. Jones died in 1987.

BEST COPY AVAILABLE

There are four documents for this two-part lesson. The documents are:

1. "Jones, Vincent, Gardner Win Seats On City School Board," Pantagraph, April 6, 1971, p. 3.

2. "Surrounded By Sports, Woman Starting League," Pantagraph, January 4, 1978, p. A-3.

3. "Results of 1979 City Council Election and Ward System Voting," Pantagraph, April 4, 1979, A-2 and A-3.

4. "Twin City Civic Leader Dies Following Illness," Pantagraph, July 22, 1987, B-7.

The first part of the lesson is about Eva Jones as a community activist. The second part of the lesson is about the 1979 City Council Election. Use documents 1, 2, and 4 for part one of the lesson. Use document 3 for the second part of the lesson.

Procedures: Part One -- As A Community Activist

A. Identify the Documents
   1. Type of document
   2. Date
   3. Author
   4. Place of publication

B. Read the Documents
   1. Have students read:
      a) "Jones, Vincent, Gardner Win Seats On City School Board"
      b) "Surrounded By Sports, Woman Starting League"
      c) "Twin City Civic Leader Dies Following Illness"

C. Analyze the Documents
   1. What community activities did Eva Jones carry out as a resident of Bloomington?

   2. What qualities did Eva Jones have that made her important to the community?

   3. Citizens can be active in local government in at least four ways:
      a) learn about the issues
      b) influence policies
      c) vote
      d) serve in the government
      How was Eva Jones active in local government?

BEST COPY AVAILABLE

4. What resources did Eva Jones have when running for the District 87 School Board? For City Council?

5. Which of her resources was most effective? Why?

6. In what ways did Eva Jones' election to the Board of Education and the City Council change these decision-making bodies?

7. How important was Eva Jones to the community? In what ways might she have been more important than a national leader like a congressman or president?

Procedures: Part Two -- 1979 City Council Election

A. Identify the Documents
   1. Type of documents
   2. Date
   3. Author
   4. Place of publication

B. Read the Documents
   1. Have students review the document "Results of 1979 City Council Elections and Ward System Voting"
      a. Who is the intended audience for this document?
      b. What is the main idea of the map?
      c. Identify major places and locations on the map.
      d. What is the main idea of the charts?
      e. Identify the individuals and categories on the charts.

C. Analyze the Documents

[Teaching note: In 1979, there were four candidates for two positions on the Bloomington City Council. The top three candidates were Jesse Smart, Eva Jones, and R.A. Foreman. Their votes, by precinct, are indicated on a separate document.]

1. Which of the candidates had the strongest support in nearly all of the precincts?

2. Which precincts gave Eva Jones the most support? Where did she finish either first or <u>second</u>?

3. Locate the north-south Illinois Central Gulf Railroad and the east-west Illinois 9 highway. In which region did Eva Jones have most of her support? Why might this be?

4. R.A. Foreman was the only candidate who favored a ward system. Was his position reflected in the council vote? How?

5. Eva Jones was against a ward system. Based on the election results, why would she take this position? Was her position on the ward system reflected in the vote for membership on the City Council?

Key To Precincts Favoring Eva Jones And For Precincts Favoring And Opposing A Ward System

PRECINCTS: 1979 ELECTION

Precinct	For Eva Jones	For Ward System	Against Ward System
1	X	X	
2	X		
3		X	
4		X	
5		X	
6		X	
7		X	
8	X		X
9		X	
10	X		X
11	X		X
12		X	
13		X	
14		X	
15		X	
16		X	
17		X	
18		X	
19		X	
20		X	
21	X		X
22	X		X
23			X
24	X		X
25	X		X
26	X		X
27	X		X
28	X		X
29	X		X
30	X		X
31	X		X

Extensions

1. Find out how a ward system is organized and operates. Make a list of its advantages and disadvantages.

2. From the 1870s to the late 1950s, the Congress of the United States did not pass meaningful civil rights legislation. In 1957, the deadlock was broken and for the next 30 years the Congress passed the Civil Rights Acts of 1957, 1960, 1964, and 1968. The Congress also passed the Voting Rights Acts of 1965, 1970, 1975, and 1982. The Voting Rights Acts made the 15th Amendment an effective part of the Constitution. Have students find information about the Voting Rights Acts and indicate how the acts might be related to the election of Eva Jones to local offices.

Bibliography:

A. Readings for Students

Morrow, Fredrick E. Black Man in the White House. New York: Coward-McCann, 1963.
The diary of the first Black presidential aide. The man who served President Eisenhower and then in Vice President Nixon's 1960 campaign provides some valuable insights into the political complexities and inequities of mid-century America.

Grant, Joanne. Black Protest. New York: Fawcett, 1968.
Part 7 analyzes the political aspects of the black power movement.

B. Readings for Teachers

Giddings, Paula. When and Where I Enter: Impact of Black Women on Race and Sex in America. New York: William Morrow Publisher, 1984.

Levine, Toby Kleban. Eyes on the Prize: and the Civil Rights Years. New York: Penguin, 1987.

Lerner, Gerda. Black Women in White America: A Documentary History. New York: Vintage Books, 1973. Ch. 6.
Uses memoirs written by women to describe their careers in government service and political life between 1852 and 1970.

Jones, Vincent, Gardner win seats on city school board

By James Keeran

The second time around proved a charm for Mrs. Eva Jones Monday. She came out top vote getter in the Bloomington school board election.

Mrs. Jones, 1718 Wildwood Road, a losing candidate for the board last year, took five of the 11 precincts and a total vote of 1,699 to lead the nine-candidate field for three seats on the board.

She will become the first Negro to serve on the board when new members are seated at the first regular meeting, scheduled April 14, following the election.

Dr. Norman L. Vincent, 17 Sunset Road, and James E. Gardner, 213 Hillside Lane, were elected to fill the other two board seats being vacated.

Mrs. Jones, a receptionist-secretary for Firestone Tire & Rubber Co., has been active on the Advisory Council to the Bloomington Board of Education and Concerned Parents Committee. She is also a PTA officer at Bloomington High School.

Leads in five

Mr. Vincent is vice president of data processing for State Farm Mutual Automobile Insurance Co. and Mr. Gardner, an architect, is a partner in the firm of Evans Associates.

In his second-place victory Mr. Vincent captured only one precinct, but had a total vote of 1,573 to Mr. Gardner's total of 1,528.

Mr. Gardner led all candidates in five precincts.

Other candidates and their vote totals are the Rev. Robert A. Bielenberg, 1,192; C. William Frank, 1,023; Mrs. Darlene L. File, 867; Lee Sharp, 455; Mrs. Helen Swartz, 216; Robert E. Feger, 202.

Unofficially, 3,078 ballots were cast, said board secretary O. Wendell Walden. That is 71 fewer than those cast in last year's election.

The winners replace James Mack, Mrs. Eleanor D. Branom and Wendell W. Augspurger, none of whom sought re-election.

They join Eugene R. Salch, Dr. John A. VanderWaal, William R. Barnard and Robert G. Holmes, board members whose terms do not expire this spring.

Voting in the precincts was:

Sheridan—Gardner, 48; Vincent, 39; Bielenberg, 39; Frank, 39; Jones, 37; File, 34; Sharp, 16; Feger, 14; Swartz, 1.

Bent—Jones, 188; Vincent, 147; Bielenberg, 143; Gardner, 137; File, 116; Frank, 95; Sharp, 49; Feger, 32; Swartz, 23.

Centennial—Jones, 288; Vincent, 229; Gardner, 214; Bielenberg, 203; File, 123; Frank, 109; Sharp, 82; Swartz, 35; Feger, 20.

More totals

Stevenson—Jones, 232; Vincent, 204; Gardner, 169; Bielenberg, 146; Frank, 113; File, 98; Sharp, 29; Swartz, 21; Feger, 10.

Raymond—Jones, 20; File, 19; Bielenberg, 17; Gardner, 17; Feger, 11; Frank, 9; Vincent, 7; Sharp, 7; Swartz, 5.

Eva Jones

Norman Vincent

Irving—Jones, 87; Bielenberg, 74; Gardner, 65; File, 53; Vincent, 52; Frank, 45; Feger, 26; Swartz, 24; Sharp, 19.

Jefferson—Gardner, 96; Jones, 92; Vincent, 83; File, 73; Bielenberg, 65; Frank, 51; Sharp, 32; Feger, 16; Swartz, 9.

Washington—Vincent, 381; Jones, 337; Gardner, 303; Frank, 278; Bielenberg, 209; File, 154; Sharp, 109; Swartz, 32; Feger, 15.

Lincoln—Gardner, 86; Jones, 82; Vincent, 62; Frank, 55; Bielenberg, 52; File, 37; Sharp, 24; Swartz, 19; Feger, 14.

Emerson—Gardner, 53; Jones, 40; File, 34; Vincent, 32; Bielenberg, 31; Frank, 23; Feger, 21; Sharp, 11; Swartz, 10.

Oakland—Gardner, 340; Vincent, 337; Jones 316; Bielenberg 213; Frank 206;

Organizing

Eva Jones tried her hand at softball with prospective ballplayers Friday at Sunnyside Neighborhood Center, 1612 W. Olive St. Mrs. Jones is organizing west-side baseball league for youths who are not involved in other league play. So far, 35 youngsters have registered. (Pantagraph photo)

Surrounded by sports, woman starting league

The men in the Jones family have made names for themselves in Central Illinois sports.

Father James "Jimmie" Jones, a member of Illinois State University's Athletic Hall of Fame, played center for the Redbirds' basketball team and has been umpiring collegiate and high school ball of all kinds for almost 15 years in Central Illinois.

Sons Chris, Rodney and Ronnie have carried on the family sports tradition, playing baseball, football and basketball for Bloomington High School's Purple Raiders.

Now, mother Eva has made her mark. She's organizing a summer, baseball league for west-side youngsters.

Obviously, sports is nothing new to Mrs. Jones. She's been a little league, high school and college league mother and wife about as long as she can remember.

Sports, she said, "has been a positive force for my family—a sharing in one area.

"They (her husband and three sons) drew me into it. I had no choice."

Nor any regrets. Sports helped draw her family together.

Mrs. Jones, a three-term member of the Bloomington school board and formerly its president, said she has been thinking about organizing a league for children from mostly low-income families for several years.

Organizational efforts began about two months ago, when she set out to find if a separate west-side league is needed.

Working through Hattie Lee Ryburn executive director of Sunnyside Neighborhood Center, and several church organizations, Mrs. Jones polled youths in the Sunnyside, Western Avenue and Wood Hill neighborhoods to see if they are involved in organized league play.

Out of "25-to-30" people interviewed, only three were involved in an organized league program, she said.

Mrs. Jones, who lives at 323 Vista Drive, said games will be scheduled for the afternoon or evening, so parents and families can get involved with the league too.

She named the league "Target" because its goal is to reach kids who "have no organization, no involvement" and are not "turned on, for whatever reason," to existing league programs.

Response from the children has been "fantastic," she said. So far, 35 children —aged 7 to 12-have signed up, she said.

But that's only the start.

"We need help," financial as well as volunteer, said Mrs. Jones.

The league needs $2,000 for equipment, uniforms and other expenses. A letter was mailed to businesses May 17 asking for donations. So far, she has received $100.

Mrs. Jones said she has four volunteers to work with the program, but she needs more volunteers "with a strong commitment."

The season is scheduled to begin June 15 and will continue through Aug. 15, provided the resources are available to get it off the ground.

Related story on Jimmie Jones in Second Guessing column on page B-1.

BEST COPY AVAILABLE

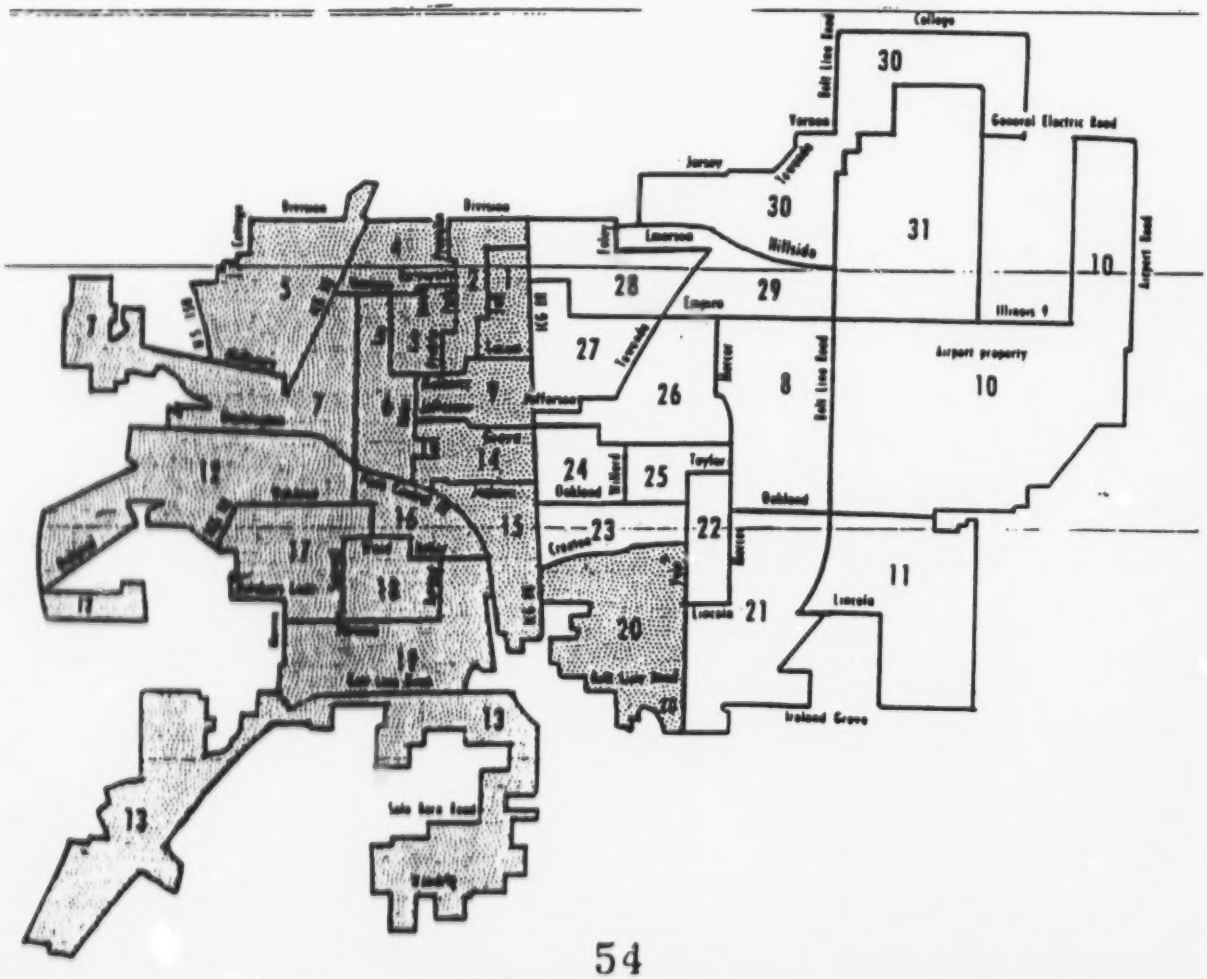
Number	Votes	Votes
1	59	53
2	54	54
3	71	28
4	72	39
5	168	44
6	104	17
7	130	32
8	43	135
9	61	26
10	64	107
11	58	255
12	191	47
13	55	42
14	57	37
15	87	51
16	93	19
17	153	32
18	109	65
19	75	29
20	52	49
21	97	89
22	45	99
23	72	87
24	51	80
25	55	36
26	45	106
27	50	106
28	45	58
29	33	133
30	35	153
31	57	109
	2,291	2,267

Voters Barely Approve Ward System

Eva Jones

Eva Jones And Jesse Smart Win Bloomington Council Seats

Precinct	Foreman	Jones	Smarg	Thornton
1	50	58	62	44
2	46	52	70	35
3	48	46	69	24
4	58	42	82	28
5	117	75	145	41
6	75	41	71	35
7	102	61	105	28
8	37	71	154	79
9	49	34	52	31
10	58	77	92	84
11	28	61	297	237
12	146	100	155	47
13	40	39	83	20
14	54	39	68	26
15	74	68	81	36
16	58	53	82	31
17	135	67	119	31
18	100	70	113	45
19	64	38	61	33
20	50	41	65	36
21	37	56	98	68
22	34	67	99	76
23	59	55	106	78
24	47	54	90	60
25	53	54	95	69
26	42	62	113	69
27	56	77	111	56
28	38	42	63	42
29	40	93	131	54
30	40	124	136	72
31	54	83	122	59
	1,889	1,900	3,190	1,674



54

City split

The political division in Bloomington seems obvious when you look at the precincts that carried Tuesday's proposal to change Bloomington's form of government. Shaded area covers precincts that supported change to an aldermanic form of government. Vote was 2,291-2,267. (Pantagraph map)

Organizing

Eva Jones tried her hand at softball with prospective ballplayers Friday at Sunnyside Neighborhood Center, 1612 W. Olive St. Mrs. Jones is organizing west-side baseball league for youths who ar not involved in other league play. So fa 35 youngste.s have registered. (Pa tagraph photo)

Surrounded by sports, woman starting league

The men in the Jones family have made names for themselves in Central Illinois sports.

Father James "Jimmie" Jones, a member of Illinois State University's Athletic Hall of Fame, played center for the Redbirds' basketball team and has been umpiring collegiate and high school ball of all kinds for almost 15 years in Central Illinois.

Sons Chris, Rodney and Ronnie have carried on the family sports tradition, playing baseball, football and basketball for Bloomington High School's Purple Raiders.

Now, mother Eva has made her mark. She's organizing a summer, baseball league for west-side youngsters.

Obviously, sports is nothing new to Mrs. Jones. She's been a little league, high school and college league mother and wife about as long as she can remember.

Sports, she said, "has been a positive force for my family—a sharing in one area.

"They (her husband and three sons) drew me into it. I had no choice."

Related story on Jimmie Jones in Second Guessing column on page B-1.

Nor any regrets. Sports helped draw her family together.

Mrs. Jones, a three-term member of the Bloomington school board and formerly its president, said she has been thinking about organizing a league for children from mostly low-income families for several years.

Organizational efforts began about two months ago, when she set out to find if a separate west-side league is needed.

Working through Hattie Lee Ryburn, executive director of Sunnyside Neighborhood Center, and several church organizations, Mrs. Jones polled youths in the Sunnyside, Western Avenue and Wood Hill neighborhoods to see if they are involved in organized league play.

Out of "25 to 30" people interviewed, only three were involved in an organized league program, she said.

Mrs. Jones, who lives at 323 Vista Drive, said games will be scheduled for the afternoon or evening, so parents and families can get involved with the league too.

She named the league "Target" because its goal is to reach kids who "have no organization, no involvement" and are not "turned on, for whatever reason," to existing league programs.

Response from the children has been "fantastic," she said. So far, 35 children —aged 7 to 12-have signed up, she said.

But that's only the start.

"We need help," financial as well as volunteer, said Mrs. Jones.

The league needs $2,000 for equipment, uniforms and other expenses. A letter was mailed to businesses May 17 asking for donations. So far, she has received $100.

Mrs. Jones said she has four volunteers to work with the program, but she needs more volunteers "with a strong commitment."

The season is scheduled to begin June 15 and will continue through Aug. 15, provided the resources are available to get it off the ground.

BEST COPY AVAILABLE

Twin City civic leader dies following illness

The funeral of Eva Jones, 57, of 323 Vista Drive, Bloomington, a Bloomington-Normal civic leader for many years, will be at 1 p.m. Friday at Eastview Christian Church, Bloomington.

Mrs. Jones

The Rev. Frank McSwain will officiate. Burial will be in Evergreen Memorial Cemetery, Bloomington.

Visitation will be from 5 to 8 p.m. Thursday at Metzler-Froelich Memorial Home, Bloomington.

Mrs. Jones died at 12:10 p.m. Sunday (July 19, 1987) at Bloomington's Mennonite Hospital after a long illness.

She was born March 15, 1930, in Frenchmans Bayou, Ark., a daughter of James and Tommie Lee Dearing Gaiter. Mrs. Jones was married in 1952.

Survivors include- her mother 811 E. Walnut St., Bloomington; four daughters, Judy Hughes, Frederick, Md.; Deborah Osier, Atlanta, Ga.; Sharon Ward, Springfield; and Towanda Jones, Champaign; three sons, James Rodney, 1305 West Ave., Normal; and Ronnie James and Christopher, both of 323 Vista Drive, Bloomington; two brothers, Lendsy, Peoria, and Curtis, Fort Washington, Md.; and eight grandchildren.

She was preceded in death by one grandchild.

Mrs. Jones was a graduate of Bloomington High School and Cortez Business College, Chicago. She was a member of Mount Pisgah Baptist Church, the senior choir, served as director of the youth choir and had been church clerk.

She was employed as traffic manager for Firestone Tire and Rubber Co.

Mrs. Jones was the first black person elected to the District 87 school board, serving from 1971-1977. She served as president of the board for one year.

In 1979, Mrs. Jones became the first black elected to the Bloomington City Council.

She was a board member of the McLean County United Way, McLean County Family Services, Bloomington Transportation, Minority Voters Coalition and Bloomington Planning Commission. Mrs. Jones was also affiliated with Sunnyside Center Advisory, YWCA and League of Women Voters.

She was former president of the Normal-Champaign chapter of LINKS Inc., a professional civic organization. She was an original member of the Human Relations Commission, formed in 1972. She was also a member of Delta Nu Alpha.

Mrs. Jones received the Illinois Municipal Human Relations Association annual award in 1983, the same year she earned the Bloomington-Normal Human Relations award.

Memorials may be made to the United Negro College Fund.

BEST COPY AVAILABLE

(pilot edition)

Mrs. Caribel Washington Remembers:
A Bloomington-Normal Memoir

Themes

1. Class, race, and gender issues in urban America
2. Community and individual values
3. Local history in a national context

Objectives

1. Analyze a primary source
2. Identify aspects of change and continuity in history
3. Perceive past events as they were experienced by individuals at the time

Focus

Caribel Washington is a remarkable woman. She was born in 1914 in Streator, Illinois. Her parents, Mae Gertrude and William Houston Webster, moved to Bloomington when Caribel was a child. She has lived in Bloomington ever since. Young Caribel grew up in the neighborhood called Woodhill, not far from the Bloomington City Hall. She attended Lincoln School. After graduating from the eighth grade, she attended Bloomington High School. She received her high school diploma while the effects of the Great Depression were sweeping the country.

Caribel Washington worked at a number of jobs. One of her first jobs was as a music teacher of young children in a program sponsored by the Work Project Administration. She was also active in the YWCA, and over the next forty years, Mrs. Washington held offices at the local, state, and national level. Around 1946, she began to work as a "traveling maid" for the State Farm Insurance Company in Bloomington. She was active in the Service Employee's Union. Later, when fair employment regulations were put into place by the government, she became a clerical worker at State Farm. She is now retired.

Throughout her life, Caribel Washington has been active in her church, the Wayman African Methodist Episcopal Church in Bloomington. When the Midwest Archeological Research Center began to excavate the land around the church in 1992, Mrs. Washington was the oldest member of the crew that searched the grounds for historical artifacts. Ms. Washington has not forgotten her early interest in teaching. She is keenly interested in a NAACP program which provides adult mentors who work with black youth on a one-to-one basis during the school year. The program provides the student with a positive role model from the professions.

Caribel Washington's powerful memory and perspective on issues affecting the lives of blacks in Bloomington-Normal make her an important human resource in the community. The memoir used in this lesson was developed from an oral history interview conducted for the Bloomington-Normal Black History Project. The interview was recorded by Mildred Pratt on January 31, 1986 and by Jack Muirhead on August 12, 1992.

Procedures

A. Define Memoir
   1. Who writes memoirs?
   2. What purpose does a memoir serve for its author? For those who read them?
   3. What are some potential problems that might affect the reliability of a memoir as a source of information about the past?
   4. What is particularly valuable about a memoir as a source of information about the past?

B. Set the context
   1. Personal: Discuss the biographical information in the Focus section with the class.

   2. Local: Review main points of the slide/video presentation, "Bloomington-Normal Black History"

   3. National: Briefly outline at the chalk board or on the overhead projector the key events in United States history that occurred during Caribel Washington's lifetime.

C. "Toward A More Gentle Time, Probably"
   1. Read the Memoir
      a. Clarify any vocabulary words (as necessary) for the class
      b. Note and discuss the title of the memoir. What might it mean?

   2. Review the narrative of events in the memoir
      a. The 1920s
      b. The Great Depression
      c. The World War
      d. Post War Years
      e. The Civil Rights Movement, 1960s-1970s
      f. Current Events
      g. The Future

   3. Discussion: Some possible questions
      a. Why does Mrs. Washington seem proud of the achievements blacks had made when she was young?
      b. How would you describe Mrs. Washington's portrayal of the effect of the Great Depression on blacks? On her family?
      c. What role does employment opportunity play in the memoir? When Mrs. Washington says that General Electric "hired <u>people</u>," what did she mean? When she said that State Farm hired "choice people," what did she mean?
      d. In Mrs. Washington's view, was the Bloomington-Normal area a place where blacks were accepted as members of the community? Cite some examples from the memoir.
      e. How did events in United States history -- and World History -- change the lives of blacks in Bloomington-Normal?
      f. How would you describe the "tone" of Caribel Washington's memoir? What does Caribel think the future might hold for the people of the community?

D. Additional Questions to Ask

1. How would you describe race relations in your school and community today?

2. What can individuals do, as Caribel Washington noted in her memoir, to help one another advance in life so all can advance together?

Extensions

1. Ask students to research the effects the Great Depression had on their community. Students might compare statistics on black and white employment and salaries; students might search for other memoirs of the Great Depression.

2. Ask students to talk to adults in their families about some of the events of the Civil Rights Era. What do they remember about lunch counter sit-ins, marches, the NAACP, and Dr. Martin Luther King, Jr., Malcolm X, and other leaders?

Bibliography

A. Readings for Students

Adoff, Arnold. Black on Black; Commentaries by Negro Americans. New York: MacMillian, 1968.
Black American experiences in many areas of life in the American scene are told through speeches, letters, excerpts from books, interviews and other such means.

Meltzer, Milton. ed. A History In Their Own Words; the Black Americans. New York: Crowell, 1984.
History of black Americans told through their own writings and other documentation.

Mathis, Sharon Bell. The Hundred Penny Box. New York: Scholastic, Inc., 1975.

B. Readings for Teachers

Lerner, Gerda. ed. Black Women in White America: A Documentary History. Chapter 4. New York: Vintage Books, 1973.
Uses memoirs written by women to describe their careers in domestic work, service jobs, and factory work between 1900 and 1970.

Women's Bureau. Department of Labor. nd.
This old but useful source includes the biennial Handbook on Women Workers, Black Women in Industry, and Black Women Workers.

TOWARD A MORE GENTLE TIME, PROBABLY
Caribel Washington

When I was a child there were many Black men in our area here who really had professions or skills which were marketable to all people. I can recall there were plasterers, paper hangers, brick layers, upholsterers. And one of the very things that I remember most were the Black chefs. There were many fine restaurants in Bloomington, all uptown around the square, because our business district was a very thriving business district, and the finest meals came from the restaurants that had the Black chefs.

All of these things sort of passed away in the Depression. There have always been laundresses, and housekeepers, and baby tenders, and maids, and chauffeurs. Those who had old money in our area -- I say old money because this area is sort of noted for the proudness of its old families -- were able to retain their help. And this is how many Black families lived, because the woman of the family was able to go out and be a laundress, to clean the house, to take care of children, to cook, to be a Girl Friday, and do everything in a house.

This might sound strange in this day and age, but Black people lost everything. They lost their homes and everything they had. The banks closed in Roosevelt's moratorium. Many of them did not even re-open. Those that did re-open, did not honor the accounts that were in their banks, so there just simply was no money. Of course, there was very little for Black people anyway, so their loss was just tremendous. There was nothing left for them. Those that were on relief would have food and would have clothing, and there was always an opportunity to get a little coal or a little kerosene for heating.

Our father died just at the beginning of the Depression, and because my mother had a couple of nickels to rub together, we weren't as fortunate as some of the people on relief because we couldn't get anything. We could not get any help. But in our neighborhood there was always someone who needed a nickel or a

the meat, or whatever they had, for this little money that she was able to give.

The war years, the Second World War that is, saw a great change in the economy and saw many Black people come into this area because of the work situation. There were war contracts with Eureka-Williams. They had to use draftees who were too old to go into the active army. So there were many Black people who worked for Eureka-Williams although they worked in menial jobs for the most part. This led in later years to machinists, but in the early years they were not into machinist jobs. The war did a great deal, I think, for most people. It opened up work everywhere.

After the war, things became a little shaky because many of the men coming back felt like they had the right to have jobs and employment and living conditions equal to anyone else because they had worked hard during the war. The soldiers had given a great deal of both time and energy in the war only to find out that things had not really opened up like they should have for Black people. So there was a time of stress, I think, with people very impatient to advance, but not having the opportunities because employment had not really opened at that time.

The real thrust in Bloomington-Normal for Blacks came when General Electric moved into Bloomington. They came in, and they did not make selective employment. They hired <u>people</u>; and there were instances when people would refuse to work because they weren't going to work with Blacks. I learned that the personnel man said to them, "Well, we come from New York, and we have shareholders in our company, and we could not let them come into any plant and not find Black workers." So this really was the initiation of pretty much open employment in Bloomington.

We saw the sixties come with the great emphasis on civil rights. I was connected with the YWCA and the women there were very adamant about attempting to secure Black saleswomen in stores or to open up the lunch counters and

restaurants to Black people. Up until that time they were not able to go in and sit down and enjoy a meal. The YWCA Board finally decided they would see what they could do about opening up the restaurants or tea rooms or whatever here in Bloomington. At that time even the YWCA tea room did not feed Black people. We started there, and I guess I was the guinea pig. As long as one Black person went along with any group of people they would be served. Well they saw me in so many places that I just was more or less known as probably the one Black person they could take along. At the same time, they were trying to interest JC Penny and some of the other stores which were around the square at that time--because Bloomington was a thriving business district--to hire Black clerks in the store. Every now and then one would get in as a stock girl, and if business rushed, she could wait on people. . . .

All of that changed, of course, with the sit-ins and the marches and all of the protest that happened during Martin Luther King's time until the Civil Rights Act was passed. The NAACP did some protesting. Merlin Kennedy, who was the president of the NAACP during those years, protested. They marched. They wanted a Black Santa Claus in the parade and they were refused. They tried to open up barber shops and were not successful. They did some bit of restaurant sit-ins, lunch counter sit-ins. Of course, there was a group at the university too who went along and cooperated in that sort of thing. I don't know that any grave results came of it, but at least it did publicize the fact that these problems exist.

I think most changes that came, came because they were forced to change in the equal opportunity measures that forced business and industry to hire people. I think that's the time of probably the greatest advancement in Civil Rights. State Farm after the Civil Rights Act begun to bring in "choice people" and I say "choice people" because they picked the best they could find in the colleges

- the graduating seniors to bring them in and train them for work. There was, however, a small thrust from one of the personnel men who had a black intern program among the local people which enabled some of the younger people to start work even before that.

Of course, education changed, too, during that time. But I can recall that Dr. Bone was the president of Illinois State University in Normal when they were to bring in the first black professor, and when he came to town and found out that living conditions were such that he could not buy a home where he wanted to he just left. He felt like he could not subject his children who had lived in an open society to come and meet the prejudicial attitude of the people of this society So they lost their first one.

These days, we wonder if it has gone backwards because we see many things that have changed. Suddenly sometimes. Underground sometimes. I don't think as many people are interested in good race relations as there used to be. You used to find many people siding with you. These days what really not necessarily frightens me, but makes me anxious, is we would see the Ku Klux Klan and some of the other separatist groups, you know, really openly marching and protesting, and even David Duke so far as to try to be the president. But then we have to all be free to speak and act as we think as long as we are not injuring other people.

I think we see it when we hear that in the schools there is black-white confrontation which concerns me and I'm sure it concerns most right thinking people. These confrontations among the young, I think, worry me because you wonder how can this be if everyone is thinking of progress. It's been said, I think before and probably holds true, that no one progresses as long as they are holding others down. You aren't advancing if they aren't advancing too.

I do believe that we're moving toward a more gentle time, probably.